REPORT RESUMES

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10 YEARS OF CLOSED CIRCUIT TV AT STEPHENS COLLEGE, 1955-1965.
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SINCE ITS INCEPTION IN 1955, THE INTERDISCIPLINARY COURSE -IDEAS AND LIVING TODAY- HAS FOCUSED ON THE DEVELOPMENT OF CRITICAL THINKING ABILITY, RELYING ON BOTH DISCUSSION GROUPS AND TELEVISED LECTURES TO ACHIEVE ITS ENDS. THE COLLEGE REPORTS ON THE DEVELOPMENT OF THE COURSE CONTENT AND THE USE OF CLOSED CIRCUIT TELEVISION IN INSTRUCTION DURING THE PERIOD 1955-65. DETAILED DESCRIPTIONS OF THE PROGRAM ARE PRESENTED. TABLES SHOW THE RESULTS OF STUDENT AND FACULTY QUESTIONNAIRES. (AD)

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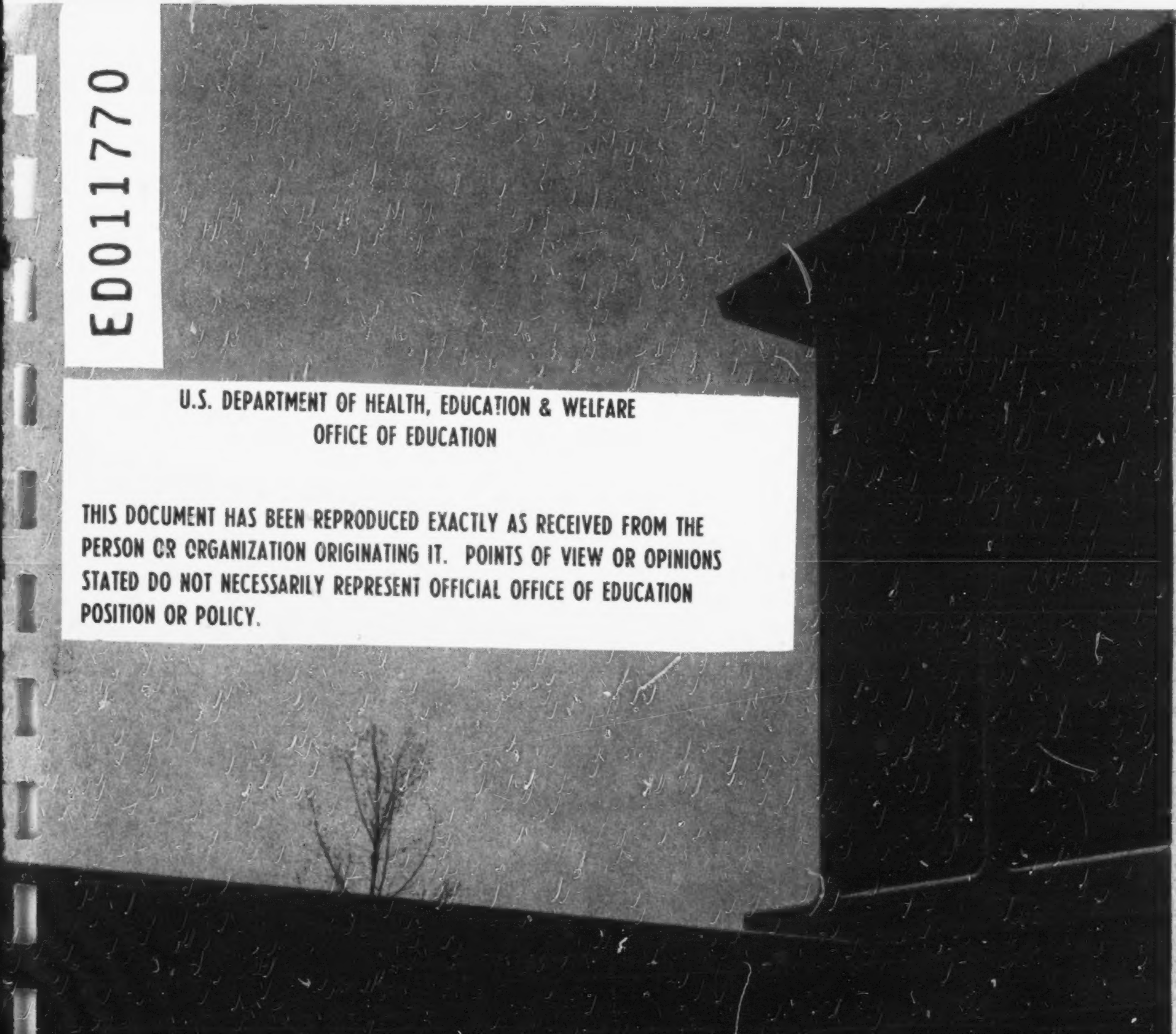

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10 Years
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1955-1965

Stephens College Educational Report: IV

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STEPHENS COLLEGE EDUCATIONAL REPORT: IV

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10 Years
of
Closed Circuit TV at Stephens College
1955-1965

by

Ralph C. Leyden

Director of Educational Development

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 1 1967

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INFORMATION

A report of the innovation and development of a fundamental inter-disciplinary course and of the innauguration and application of closed-circuit television--a primary medium for its presentation--during a ten-year period. Submitted to The Fund For the Advancement of Education by Stephens College, Columbia, Missouri, January, 1966. Seymour A. Smith, President.

Stephens College
Columbia, Missouri, U. S. A.

JC 670 315

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INTRODUCTION

It might well be asked, "Why a report on educational television now, in 1965?" Today, television, particularly closed-circuit television, is used at all levels of instruction. Some colleges are employing closed-circuit television as a useful medium, but many more are becoming interested. In the newest educational facilities, such as the James Madison Wood Quadrangle at Stephens College, closed-circuit television has been integrated in design and use with the whole range of older and newer educational media. One of the questions most frequently asked by visitors, however, (and more than 2,000, representing more than 300 educational institutions, have visited the Stephens College learning center in the James Madison Wood Quadrangle during 1964-65) is, "How does an institution get a faculty interested and involved in using the new media, particularly television?" This report suggests some ways in which a college promotes faculty interest and participation.

The period of ten years covered by this report has been, virtually, the pioneering period in the use of closed-circuit television in education in the United States. This report is the story of that period at Stephens College. Other institutions have other experiences to report that would undoubtedly be of interest and help to educators seeking to employ this medium.

The story of the original experiment which occasioned the installation and use of the closed-circuit system on the Stephens campus was centered on the innovation of a new course, Ideas and Living Today. It has not previously been publicly reported. It has some historical interest both for the College and possibly for other educators. It deals with the development and experimentation that accompanied this "different" kind of course, with a gradual involvement of a large portion of the faculty of the College in television and other of the newer media and with an evolution of experience with equipment not previously used for regular programming--from the early rather crude prototypes to the most sophisticated television and educational media equipment and facilities designed for educational use today. Although technical matters are referred to in this report, it is primarily concerned with the uses to which closed-circuit television at this college has been put.

The initial experiment was made possible by a grant of $55,000 from The Fund for the Advancement of Education. This grant enabled the College to seek and secure visiting professors of renown and to bear the cost of special assignment of some of its own faculty and personnel during the initial two years of the experimentation. Other resources of the College amounting to about $32,000 were expended for the coaxial cable system, the video equipment for the studio and for the receivers installed in more than fifty classrooms and lounges. Radio Corporation of America, also interested in this pioneering venture, awarded the College a grant of $3,700 to assist in the experimentation.

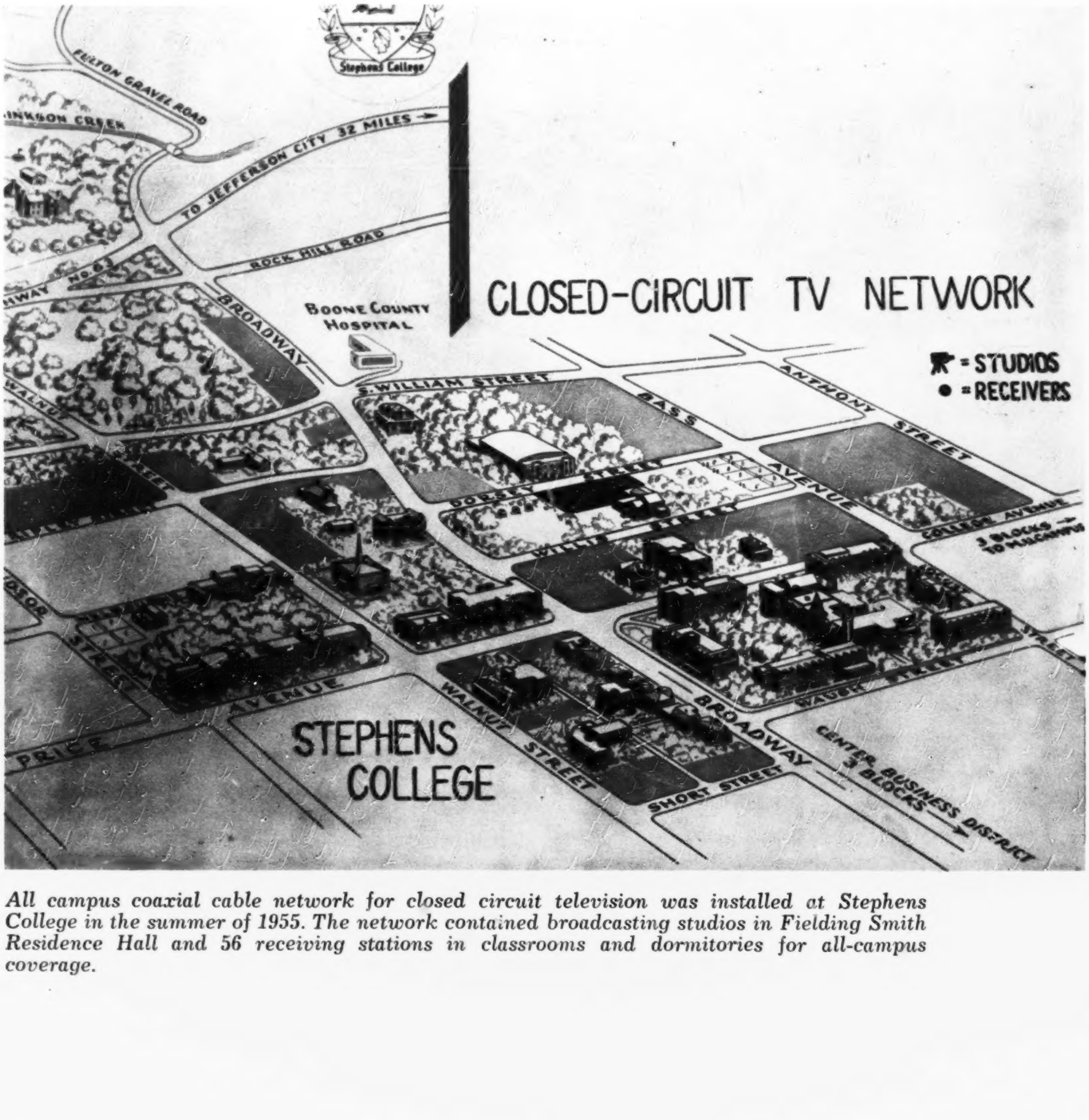
This report covers the ten-year story of the Ideas and Living Today course and its employment of closed-circuit television; it also includes instances of other uses and adaptations of closed-circuit television which illustrate several modes of teaching. The story is further illustrative of a pattern of teaching which is still best described by the term teleclass, a term used in 1956 by Dr. William K. Cumming, then Head of the Stephens College Television-Radio Department, to describe the format used for Ideas and Living Today. In College and University Business, April 1956, he stated, "A teleclass brings the core of the course material to the student by television with the presentation being supplemented by discussion or by additional classroom material. This is opposed to the 'telecourse', where course material is brought to the student exclusively by television. Still a third category would be courses that use television as a supplement to regular classroom work like any other audio-visual tool". Although the Ideas and Living Today course exemplifies the teleclass, the other ways of using television have also been employed at Stephens College. The primary emphasis, however, at this college, has been upon seeking out ways in which television can be used most strategically to increase the effectiveness or efficiency or availability of instruction. Again, this report is concerned with such developments during the past ten years.

Mention has already been made of the fact that Stephens College in 1964 acquired a new learning center in its James Madison Wood quadrangle. The inspiration for designing the most unique aspect of that learning center undoubtedly evolved from the College's ten-year experience with closed-circuit television and other newly developing educational media. That center has been referred to by others as one of the most advanced and complete educational facilities in higher education. The description of it has been given in an official report to the United States Office of Education titled The Planning of Educational Media for a New Learning Center and in a booklet titled The James Madison Wood Quadrangle. The facility is illustrative of a "systems design concept" for communication. The entire campus is linked by coaxial cable, with the newer portions having a dual cable. All classrooms in a five-building complex, the teaching auditoriums and multi-purpose spaces and the library contain sub-systems in which the teacher and the student have available a wide range of the newer media--television receivers; slide, film and overhead projectors; tape decks and turntables. Material is available either through manual control, a remote control system, or from central control.

Incorporation of the systems design concept makes all of the newer media from television reception or origination to simple audio and pictorial or graphic representation available to the teacher as teaching resources. The story told in this ten-year report on closed-circuit television is a part answer to the question of how an institution develops among its faculty both the need for and the interest in utilizing the tremendously rich and varied educational media available today.

Many individuals at the College and others interested in its program as an experimenting institution gave much support to the projects reported here. President Thomas A. Spragens was greatly responsible for the decisions and enthusiastic encouragement that led to launching the experimentation. He followed closely the development of it. Dr. Alvin C. Eurich, a former member of the Stephens College Board of Curators, was a very interested observer and encouraged the experiment. Mr. Gordon Freese, Financial Vice President, has given valuable support to expediting the experimentation. President Seymour A. Smith has consistently and vigorously supported this and other experimentation that promises better teaching. Under his leadership the College planned and made a reality its new James Madison Wood Quadrangle which incorporates most advanced facilities for closed-circuit television and other media. Dr. James G. Rice, Academic Vice President and Dean of Instruction has contributed greatly to both the initial planning and execution of the first experimentation with closed-circuit television and to the many instructional applications of that medium in many departments of the College.

Although it is not possible to list here all of the present and former members of the faculty who have imaginatively and courageously participated in the projects involving use of closed-circuit television and of other new media, it is emphatically true that the experimentation would not have been possible without their interest and cooperation. The experimentation is, in fact, their experimentation.


Stephens College
FULTON GRAVEL ROAD
INKSON CREEK
TO JEFFERSON CITY 32 MILES →
ROCK HILL ROAD
HWAY No.63
BROADWAY
BOONE COUNTY HOSPITAL
CLOSED-CIRCUIT TV NETWORK
= STUDIOS
● = RECEIVERS
S. WILLIAM STREET
BASS
ANTHONY STREET
AVENUE
DORSEY STREET
COLLEGE AVENUE
3 BLOCKS → TO M.U. CAMPUS
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PRICE
STEPHENS COLLEGE
WALNUT STREET
SHORT STREET
BROADWAY
WAUGH STREET
CENTER BUSINESS DISTRICT 3 BLOCKS →

All campus coaxial cable network for closed circuit television was installed at Stephens College in the summer of 1955. The network contained broadcasting studios in Fielding Smith Residence Hall and 56 receiving stations in classrooms and dormitories for all-campus coverage.

CHAPTER I

PIONEERING IN CLOSED-CIRCUIT TELEVISION, 1955-1957

The term "pioneering" is used advisedly. To the best of our knowledge, the Ideas and Living Today course which evolved from faculty planning, the format for its teaching, the extensive involvement of large numbers of the faculty, its requirement of participation by almost 1,000 freshmen simultaneously, the kind of technical equipment used, the techniques and procedures of production and the use of undergraduate students as crew under the direction of producers-teachers, all as early as 1955, seemingly qualify the total experiment as a pioneering one.

Early Planning

In 1953, two years before the experiment described in this report began, the faculty of Stephens College under the leadership of its president, Thomas A. Spragens, began to explore the development of a new fundamental course for all freshmen. In appointing a committee to undertake the task, President Spragens stated, "Such a course would be concerned with enabling all our students to acquire before the fact, rather than after, some sense of the relevance to them of the generally recognized elements of a sound general education; to find themselves in an atmosphere where it is natural and normal to deal with ideas." Since the administration and faculty also considered it to be important to create a unity of impact and of participation not only of entering students but also of large numbers of the faculty in a common teaching-learning endeavor, the committee was charged with exploring fully the potentialities of closed-circuit television to help accomplish this goal. The committee, serving under the chairman of Dr. James G. Rice, Dean of Instruction, was inter-divisional in representation: Mr. William Ashbrook, Humanities; Dr. Henry Bowman, Marriage and Family; Mr. Ray Welch, Social Studies; Mr. Ralph Leyden, Communication; Miss Davida Olinger, Psychology; Mr. John Thompson, Literature; Miss Jean Watt, Residence Counseling; Dr. Mollie White, Science. The committee and the administration also had the assistance in its planning of several consultants. An Advisory Committee included President Nathan Pusey of Harvard; Dr. Ralph Tyler, Director of the Center for Advanced Studies in Behaviorial Sciences, Stanford, California; Dr. Allan Nevins, Historian at Columbia University; Dr. Ray Nelson Faulkner, Acting Dean of Humanities and Sciences, Stanford University, and Dr. Hardin Craig, Sheakespearean authority and University of Missouri faculty member, later on the faculty of Stephens College.

In its early deliberations, the committee identified certain aspects of content and format that should characterize the course: The course should have as its goal giving students a new perspective of the meaning and scope of a broad general education and of its pertinence to them in comprehending and attacking important issues of their time; it should not duplicate existing offerings, but should provide opportunity for seeing the relationships among other areas of study; it should be taught by persons, (visiting professors during the initial experimentation) chosen for their competence as outstanding teachers and for their broad interest in the liberal arts, who should be charged with presenting series of lectures extending over a semester or a year; closed-circuit television should be used as the medium in order to convey the same impact from the lecturer to all students simultaneously; lectures should be followed by immediate group discussion under the leadership of regular members of the faculty representing as many instructional fields as seemed feasible; the existing campus installation for closed-circuit radio was to be adapted to closed-circuit television.

Concurrent with the work of the Committee, the President, with the help of other members of the Administration, submitted a proposal for foundation support to The Fund for the Advancement of Education. Quotations from that proposal may serve to give an impression of the imaginativeness with which the project, incorporating the use of closed-circuit at that early date of 1955, was conceived and of the high hopes that were held for its stimulation of students and faculty:

> Our object will be to create a true community of intellectual interests on the campus among both faculty and students through a common course which will deal with provocative ideas and issues of importance, and which will penetrate beyond the classroom to the residences and dining halls....
>
> The course will provide a context for ideas which are significant in the development of Western thought as well as offer a convincing demonstration of the power of those ideas as an influence on the civilization of which the student is the inheritor.
>
> Such a course, being in effect an introduction to the nature and uses of a liberal education, should be taught by one person of broad learning.
>
> Our plan is to accomplish these purposes through the use of closed-circuit television in the following way: The teacher-lecturer will make his presentation through the television circuit to the entire class of nearly a thousand students who will be distributed in small groups in approximately 50 classrooms throughout the campus; immediately following the common presentation, each group will, without break in time or change of place, begin discussion on the topic under the leadership of regular faculty members.

Subsequently, as previously stated, The Fund for The Advancement of Education awarded the College a grant of $55,000 to subsidize the experiment in its two initial years and later, the Radio Corporation of America made an additional grant to the College of $3,700.

During this initial stage, as might be expected, there were varying degrees of faculty agreement on the wisdom of undertaking such an experiment, even though an unanimous vote of the faculty favored exploration of the idea. There were heated discussions over coffee and at social gatherings. Some were ardent supporters for trying the idea. These argued that it was in keeping with the traditional experimental approach to the problems of teaching which had long been characteristic of Stephens. Others were intensely skeptical. Some feared that established courses would be threatened. Some questioned the appropriateness of the goals for first-year students, while others contended that such a course was precisely what entering college students needed to arouse them to the real meaning of why they were in college.

Course Objectives

Although for a time there had been hope that the course might start in the fall of 1954, the detailed planning and conferences with consultants as well as the problems posed by installation of a closed-circuit system led to the conclusion that the fall of 1955 would be the earliest possible date for inauguration. In the spring of 1954 the faculty committee for the course submitted a progress report to the faculty. Only a portion of it will be mentioned here. However, the following statement of the proposed objectives is interesting for comparison with a subsequent statement of objectives which still charactizes the course, Ideas and Living Today.

1955 statement of objectives:

1. To understand more fully concepts such as change and development, perception and appreciation, language and thought, freedom and responsibility, values and judgments.
2. To discover relationships among these concepts, one's own beliefs and attitudes, and the other knowledges and skills which one is acquiring.
3. To increase one's ability to discuss these concepts

and relationships with one's peers and to apply them in situations in one's own life.

4. To become aware of the influence of these concepts in the smaller groups and larger societies of which one is a part.

5. To become, as a result of this course experience, a more active participant and agent in one's own education.

The current statement of objectives was adapted from the foregoing statement during the first five years of the course experience. It is as follows:

To the students:

Ideas and Living Today is a different kind of course from most of your schedule and can be one of your most important college experiences. It seeks to acquaint you with a wide range of ideas, forces and events which have tremendous influence both on our private lives and on our society. It demands of each participant in the course that she take an interest in the world of ideas and events and that she assume a responsibility for serious, informed discussion of them as an educated adult.

The stated objectives of the course are:

1. To provide a common intellectual experience for the whole college community.

2. To introduce students early in their college career, to ideas which are of basic importance to them in their development as individuals and as members of their society.

3. To stimulate students' motivation for learning by acquainting them with a wide variety of fields of learning and with the essential interrelatedness of knowledge.

4. To make students aware of the extent of their understanding of the world and life about them and of what they need to study in order to become broadly rather than narrowly educated persons.

5. To encourage students to increase their knowledge of ideas which have frequently and persistently provoked man's thought, simultaneously stimulating them to re-examine their beliefs, values, and attitudes.

6. To promote personal involvement in the ideas and information presented through encouraging free exchange of ideas both in class discussion groups and in informal out-of-class situations.
7. To encourage students to make application in their personal lives and in the group life of which they are a part of the new insights and knowledge which they gain.

Responsibilities Assigned

The committee in its report to the faculty also presented in considerable detail how the various responsibilities for the achievement of the objectives of the course should be assigned to the master teacher-lecturer, to faculty discussion leaders and to students.

Certain responsibilities identified by the committee are worth noting since they have characterized the operation of the course since its beginning. They may be useful to others contemplating a similar course having responsibilities distributed so widely throughout the college community.

> "It should be the responsibility of the participating faculty member:
>
> 1. To assume the function of discussion leader or moderator of a class group meeting twice a week.
> 2. To seek constantly to improve himself as such a leader so that the students of his group are given the maximum opportunity for their discussion of the concepts presented.
> 3. To increase his own understanding of the meaning and influence of the concepts presented so that he may more ably stimulate student involvement.
>
> It should be the responsibility of the participating student:
>
> 1. To assume responsibility for personal motivation and involvement in the course experience.
> 2. To participate increasingly in a thoughtful manner in all the class discussions.

3. To extend her concern for the concepts discussed into all possible areas of her total experience in order to discover the existing relationships.

4. To acquire the habit of intensive and extensive reading of materials supplementary to the presentations and discussions."

The committee also proposed in its progress report that the course be required of all first year students but that seniors be permitted to register on a voluntary basis. It also recommended that two hours of credit be granted for each semester. Non-participating faculty were encouraged to attend a series of class sessions with a view to future participation as discussion leaders. In light of the expected difficulty of teaching such an inter-divisional course, the committee recommended that faculty responsibility as a discussion leader be considered the equivalent of teaching one three-hour section of a teacher's normal load. The committee also recommended that a series of in-service sessions be held with the discussion leaders either during a special summer workshop or during the Faculty Fall Conference, which customarily precedes the beginning of each college year, for special instruction in techniques of teaching by discussion.

The committee continued its detailed planning throughout the following year and centered much of its discussion upon the anticipated content of the course. Recurrently, the most suitable content was considered to be "fundamental concepts of Western life and culture." As might be expected, there was much faculty discussion pro and con concerning not only the proposed scope of the course but also the amount of credit to be given and the format proposed.

To assist the committee in clarifying how various fundamental concepts might be treated, it gave special summer assignments to certain members of the faculty to develop what might be termed sample presentations of selected concepts. As a result, Mr. Andrew Jolly chose as his title "Two Problems in Freedom" and prepared a sample lecture. He supplemented it, as requested by the committee, with a diverse and lengthy series of texts without comment. These were carefully selected readings intended to provoke the student into more thoughtful analysis of the major presentation and of the ideas related to it. Dr. Leslie Bates developed sample material for a possible series of lectures on "The Concept of Good" and also supplemented it with a voluminous set of texts without comment. The committee, the following fall, responded very favorably to the materials produced and particularly to the provocative texts without comment and urged their use by all lecturers in the course. In various ways, the texts without comment have been employed throughout the ten-year period of the Ideas and Living Today course.

During the 1954-55 college year, the committee also prepared a pamphlet entitled "Introduction to Discussion." It contained material on the nature of discussion, its role in the proposed course and an appendix of further source materials. Also proposed for supplementary use was an October 1954 issue of the Journal of General Education which was devoted to "The discussion method in teaching: a symposium." The publication was considered extremely valuable by the committee and later by those who used it.

The format for the course was likewise agreed upon by the committee early in 1955. Discussion groups were to be 15 to 17 students in size in order to safeguard the opportunity for individual students to share in the discussion. Although originally favoring a 1½ hour meeting of the course with 30 minutes alloted for the lecture and 60 minutes for discussion, the committee finally agreed to allot a full one-hour period from 11 a.m. to

12 noon, and assigned 20 minutes to the lecture and 40 to the discussion. This later proved impractical and a 50-minute period from 11 to 11:50 was assigned with 20 minutes for the lecture and 30 for discussion. It was anticipated that the pre-noon hour would facilitate discussions being carried over to the lunch period.

First Lecturer Appointed

Early in 1955 President Spragens appointed Professor Reuel Denney of the University of Chicago and co-author of "The Lonely Crowd", as the lecturer who would initiate the course. The faculty was polled concerning their interest in serving as discussion leaders and appointments to that responsibility followed. The faculty approved granting one semester hour of credit for each semester of the course. The date of initiation of the course was set for September, 1955. The administration, responding to a recommendation of the committee, appointed Mr. Ralph C. Leyden, then Chairman of the Division of Communication, as assistant to the Dean of Instruction, and assigned him responsibilities as coordinator of the Ideas and Living Today course. Professor Denney's first session with the appointed discussion leaders for Ideas and Living Today was held in the spring of 1955, several months prior to the first class meeting of the course in September, 1955.

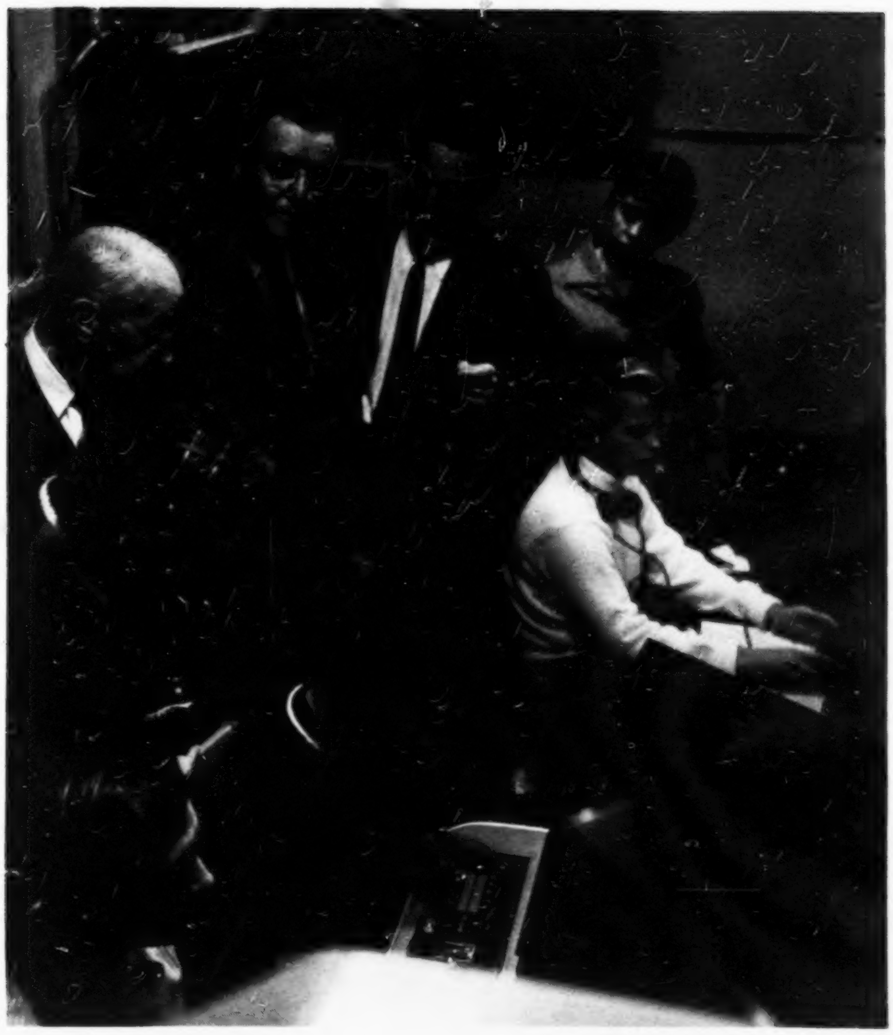
Head of Television Appointed

A new head of the Television and Radio Department was appointed during the summer of 1955. Dr. William K. Cumming, the new head, had had extensive experience in education by television and is the author of the book This is Educational Television. Arriving on campus in late August, he immediately began surveying and checking all the technical facilities and reviewing the preparations which had been made to assure that the program in Ideas and Living Today could go on the air on September 20.

Although secheduled to be installed by July 1, all of the TV equipment did not appear until near the end of August and the installation was not complete until September 1. Nevertheless, the first lecture for Ideas and Living Today went "on the air" on September 20 according to schedule. Dr. Cumming and his staff almost miraculously accomplished this under many handicaps, for the first day of the program was also the first day that television production classes met and these students had had no prior training in television.

Innovations in Technical Equipment and Production Techniques

Although the Television and Radio Department at Stephens had been trying to acquire image orthicon cameras so that courses in television production could provide students with professional training, the expense prohibited their acquisition during the early 1950's, prior to the closed-circuit installation. They had, however, secured two sound-on-film cameras and appropriate lights and thus had some experience with filming production. The interest of the faculty in developing the interdisciplinary course, Ideas and Living Today, and its accompanying need for closed-circuit television for the teaching of it, provided the department not only with a closed-circuit system, but also the opportunity to extend to television production the same practice as had been used in the professional training program for closed-circuit radio. It provided the opportunity to give students professional training accompanied by experience as crew members in the production of educational programs. Department faculty also continued to play the dual role of both teachers and producer-directors. These responsibilities assigned



Left: President Thomas A. Spragens visits the control room with Chairman of the Board of Curators, Hugh Stephens (far left), and W. C. Windsor, of the Board's Development Committee. Students operate the controls. Below: President Spragens with Mr. Reuel Denney, visiting professor from the University of Chicago who was the first master teacher in Ideas and Living Today. With the help of a student crew they prepare for the initial program on the Ideas class—the experimental televised lecture-discussion designed for all entering students. The course was supported by a grant of $55,000 from the Fund for the Advancement of Education and $3700 from RCA.

to both students and faculty have characterized the use of closed-circuit television throughout the ten years described in this report. The practice is still considered highly beneficial to both the participants and the College, even though careful attention must be given to the balancing of assignments and demand.

Several aspects of the technical facilities and operation were distinctly of a pioneering nature. Compared with the College's present two modern studios, the 1955 studio and its equipmentwere elementary. In 1955, however, the technical accomplishments, and TV programming, in light of the facilities, were remarkable. Dr. Cumming conveys this, again in his April, 1956 article in *College and University Business*, in the following manner: "For all practical purposes we were putting a miniature TV station on the air with an untrained and emergency crew (we would shift to a regular crew later), a crew of all girls, and this with equipment never before used for regular programming purposes. *It is important here to remember that Stephens is using straight industrial television equipment, not the professional type of vidicon or the film chain vidicon with its more expensive tube*. The equipment does have maximum picture resolution, however."

Dr. Cumming went on to describe how focusing with the industrial cameras was the job of the video operator who contolled it remotely, together with picture brightness and contrast, at the camera monitor. Since there were no view finders on the cameras, the camera operator had to be talked into position. Thus, the video operator served often as an assistant director. The cameras, however, were made moveable by constructing homemade mounts as can be seen in some of the illustrations of the early equipment.

Even in 1955 Dr. Cumming gave still timely advice to the many visitors who came to the campus inquiring about the kinds of equipment that should be bought, the personnel to be needed, and other matters. He cautioned that no one installation can serve as an exact example for another institution. Equipment must be chosen carefully to fit the needs of an individual school. He also stressed that the time for seeking the advice of professional television educator-producers is at the time of planning before equipment, personnel and other needs are concluded. Comparable advice was presented ten years later in the book, The Planning of Educational Media for a New Learning Center by Ralph C. Leyden and Neal Balanoff, which describes the planning and installation for the modern television, radio and educational media facilities in the Stephens College new learning center, the James Madison Wood Quadrangle.

Early Facilities and Equipment

For those interested in the facilities and equipment that constituted the television installation for the 1955 experiment, the following description is given.

The quarters assigned to the radio department were adapted to accommodate the new television system. These facilities were in the basement of one of the older but centrally located residence halls. A radio studio 16½ x 32 feet became the TV studio. One end of the room was partitioned off to form a control room 7 x 16 feet. A gray cyclorama was hung around the walls and scoops and spotlights hung from a grid. These were supplemented by additional lights on floor stands. A 6-circuit switchboard dimmer standing in the studio permitted raising and lowering of the lights. Later fluorescent lighting was added to the illumination in order to reduce the heat factor, and also because its blue-green spectrum was thought to help. The video consisted of three TV chains with lens complements of a 2-inch, a 1-inch and a one-half inch and a zoom lens. As previously stated, campus-made dollies were used for professional motion picture and standard size tripods. A tally light and intercommunication system were added. Two standard 17-inch receivers were used for line monitors, one in the studio and the other above the camera monitors in the control room. A switcher controlled the pictures and synchronization was provided by using one control monitor's generator as a master. Other equipment provided for control in testing.

11,000 feet of coaxial cable served the system. The video and audio signals were fed into an audio-video mixer and sent to an "antennaplex amplifier". On campus there were 52 standard 21-inch TV receivers, the majority of which were in classrooms, but others were in residence hall lounges. These were also used for Ideas and Living Today class sessions. These sets had been provided with a special base and with an improved speaker. As of this writing in 1965, some of these original sets are still giving good service with superior tone quality.

The 1955 installation of the closed-circuit television system permitted the Department of Television and Radio to increase its professional training of students. The department was enabled to provide students at the undergraduate level with exceptional opportunities to work at various assigned positions in the production and programming. Positions assumed by students included those of producer-director, assistant director, switcher, video operator, audio operator, announcer, recording technician, and music and continuity supervisor. Students had and continue to have these same opportunities as well as opportunity to write television scripts, to produce and direct their own shows.

One of the seeming advantages of having the benefit of the services of students as crew members, has been the much more flexible opportunities to experiment with various kinds of programming and with production techniques. Students themselves have also, even in the early days of 1955 to 1960, made considerable use of the closed-circuit television system for their own programs. During the first year, for instance, the campus TV-Radio fraternity produced an hour and a half live presentation. A Campus Chest show was also produced.

The choice of industrial type vidicon cameras was brought about primarily by two considerations. First was the financial one. The College could not afford the professional type of equipment which was far more expensive. Second, it was consistent with the College's long history of experiments in teaching to try to adapt equipment to the uses of education which an educational budget could afford. The vidicon camera used in industry had not been previously used for the kind of programming that instruction demanded, but the College felt justified in trying to adapt it. The advice of consultants supported the effort. The staff used the original equipment including industrial vidicon cameras during the first five years of the program, yet never missed a program date.

Dr. William Cumming, 1955, Head of Television and Radio Department, gives initial instruction to students. The camera, an industrial type vidicon, was of a type never previously used for live productions where standard TV programing procedures were employed.

Mrs. Sara Ann Fay (left) instructor, directs program with student assistant during early 1955 broadcasts.

Dr. Cumming and technician check monitors on early programing.

CHAPTER II

INITIATING THE INTERDIVISIONAL COURSE

The initiation of the actual course, Ideas and Living Today, was no small venture. It involved approximately 1,000 students, sixty faculty discussion leaders, a visiting professor, Mr. Reuel Denney, Dr. Cumming and his television-radio staff and student crews, the faculty committee on the course and the administration and other supporting staff of the College. It began a venture that over the ten years, 1955-1965, has been shared by nearly 10,000 students and by over one-half the faculty of the College. The designation of the course as a required one for freshmen was the first addition to requirements for several years. The pattern of a visiting lecturer using television and assisted in his teaching responsibility by a large core of discussion leaders was a decided innovation. It was met with anticipation and apprehension.

In order to deal with both, Professor Denney met with the discussion leaders on May 6, 1955, and shared with them the thinking which he had done. He had chosen to pose in the course the general question of preference--choice and evaluation within the specific setting of certain of the American public's problems of social and artistic choices. In his "Memo to Discussion Leaders" Professor Denney gave the following rationale and description of his four groups of lectures designed for the first semester of the course.

> My own preference in addressing the general question is to approach it gradually by consideration of the possible meanings of the public and private. This suggests a provisional distinction between the Role and the Self. It suggests, further, the need of specific materials on this pair of terms. Thus, the first group of lectures outlined

below is a set of lectures on the feminine role, within the specific context of what one famous work has to say about feminine role in particular, and cultural role in general. Should we say on the basis of some of the evidence we look at that the boundaries of the public have been re-shaped by changes in the sex roles made available by American culture in the last 150 years?

The term "role" itself, however, is a deduction from the general notion that there are players who play out a large activity called culture. This suggests that much, if not all, of what we consider public in our lives, as well as much, if not all, that we consider in some sense private, is given us by culture. Thus, the second group of lectures is a set of lectures on the American culture, within the specific context of what one famous work has to say about it. Does culture give us not only role but character? Should we say that the boundaries of the public have been re-shaped by changes in American culture and character in the last 150 years?

Culture, to be sure, is dependent on a system of communication and habits that go with it. This system has private dimensions and public dimensions. Both appear to have been changing. The public aspect of communication, to put it very roughly, has acquired a new power to saturate listeners. At the same time, the "listeners" have organized new habits of dealing with the communication system. What are some of these changes in the American communication system? Should we say that the boundaries of the public have been re-shaped by changes in the communication system? Thus, the third group of lectures is a set of lectures on some aspects of the communication system in America, within the context of the one classic study of the topic.

The person, the role, the culture, and the communication system are all, it appears, parts of a larger system that the individual is motivated to employ for his own development. Part of that development is along the lines of making him similar to all his contemporaries. Part of it is along the lines of making him different from all of them. Both of them appear to be important to the individual. It is often said today that the homogenization of people is proceeding faster than the fruitful differentiation of people. In what sense is this true or false? Can the individual as such retain private motives, preferences and values? How much of this is rooted in his differentiation from others? How much in his identification with them? Do these boundaries possess a different potential shape today than they did in the past? The fourth set of lectures deals with this question by stating for consideration certain general propositions about our present society and literature.

Following this presentation, Professor Denney developed the above statement into the four-part outline which was used in the course and is given below.

IDEAS AND LIVING TODAY

Mr. Reuel Denney

First Semester, 1955 - 1956

STEPHENS COLLEGE TALKS: DOMAINS OF PREFERENCE

A Conspectus of Thirty-Plus Lectures in Four Groups Along With an Outline and Guide For the Speaker and Discussion Group Leaders and With Texts Without Comment For the Discussants.

ONE: CULTURE AND PERSONALITY

1. Fashion and Its Fit
   - sizes in fact; sizes in the store
   - is fashion a slavery or an education?
2. The Wife as Consumer
   - fashions in consumership and the consumer role
   - have things changed since Veblen?
3. The Class Cultures
   - ladies listening to soap opera
   - what separates the classes: situations or attitudes?
4. Fashion and Culture as Educators
   - Ruth Benedict on culture
   - what is "cultural pattern?"
5. Culture's Reversal of Roles
   - the Tchambouli
   - what is "modal personality?"
6. Attacking Culture
   - Harry's adventure, as seen through Freud's eyes
   - what is the contrast between Freud and Benedict?
7. Ideal Types and Central Tendencies
   - who fits fashion
   - who fits culture?
   - is deviancy possible?

TWO: HOW WE BECAME AMERICAN

1. Morgan's Intellectual Adventure
   how to be one of the kin
   how does kinship make us what we are?

2. Different Cultures, Different Kin
   the Latins and the Anglos in early America

3. The Changing Anglo
   Clarence Day Sr's
   Protestant ethos
   how important are ideas?

4. The Changing Ethnics
   1st, 2nd and 3rd generation
   is there a melting pot?

5. Some American Cultural Identities
   the pioneer woman
   is there one ideal type; are there several.

6. Our Newest Ethnics
   how Latins feel about U. S.
   how do we analyze their acculturation?

7. Sameness and Differences
   homogenization of culture
   marginal differentiation of culture
   where do we stand?

THREE: POPULAR CULTURE: CAUSE OR EFFECT OF CULTURE AT LARGE?

1. Acculturation by Sport
   the ethnic in football
   the male ideal in football

2. Degrees of Acculturation in the Media
   the invasion from Mars
   who believed it? why?

3. The Mirror of the Sexes
   romance comic books
   men's magazines
   how new is violence in U. S. culture?

4. The Higher Vaudeville
   popular culture
   Pogo and his friends
   does form make a difference?

5. Invading the Old World
   the Western movie in Europe
   why does the form persist and develop?

6. An Ideal Type in a Foreign Film
   the French Constellation
   the youth of Gorki
   does film appeal to the same in people--or does it offer the difference?

7. Street Corner Society in Film
   Marty and his friends
   a collection of themes
   are ideal stages suggested?

FOUR: THE INDIVIDUAL'S FATE

1. Ideal Types in Whitman and Melville
   current re-interpretations
   what persistent questions arise?
2. How They Looked to a Foreigner
   Lawrence on Americans
   what is his theory?
   what does it mean?
3. A Culture Finding Itself
   Job and his commentators
   how do definitions of the self get changed?
4. A Contrasting View
   the dialogue of Krishna
   how does this relate to culture change in India today?
   how do we differ?
5. American Ideal Types: The Rural Man
   populism and Pound?
   have we become "rurbanized"?
6. American Ideal Types: Women In Love
   Millay's redefinition
7. The Chance to be Historical
   the Lonely Crowd
   conformity and character

8, 9, 10...
The Chance to be Choosers
the imagination versus the will
some corporate identities
the end of innocence

Throughout his series of lectures Professor Denney followed a pattern of raising questions which called for the student to progress from a highly personal reaction to ideas presented; to analysis of personal experience, his own and others; to a generalization of concept and image and finally, to a search with an exploratory attitude toward additional fact and reliable interpretation. He likewise urged discussion leaders to pursue a similar pattern in the class discussions that followed the lecture presentations.

Initial Experience with Classes

The May meeting with Mr. Denney and those which followed in early September before the start of classes again created lively discussion about the course and the experiment among the faculty. It is to be remembered that the discussion leaders chosen were drawn from all divisions of the faculty. Consequently, it was inevitable that some, feeling not at home in Mr. Denney's projected subject matter, looked forward to the experience of being a discussion leader with mixed feelings of pleasurable anticipation and some apprehension. Copies of books which Mr. Denney had suggested as background materials were checked out of the library as well as other books of more general nature related to his subject matter. On the Friday prior to the first class meeting a sample televised program was presented with the discussion leaders themselves meeting in small groups in pre-assigned receiving rooms. In order to get the "feel" of the kind of experience that they were embarking upon with students, each group of discussion leaders was assigned one person as its own leader. These groups entered into discussion of the material which Mr. Denney presented in his sample program.

Also initiated with Mr. Denney's start of the Ideas and Living Today course, was a series of weekly meetings of discussion leaders with the lecturer. These were given over to discussing with Mr. Denney the materials that he was currently presenting and preparing to present. It provided faculty opportunity not only to acquire some of the background necessary for their own better understanding of the material, but also provided an opportunity to share experiences in conducting their own classes by the discussion method.

In addition to these arrangements, Mr. Denney had frequent meals in the dining room in order to talk with students. He also held informal after dinner coffee hours in several of the residence halls. On each Wednesday afternoon he met with small groups of representative students.

The real excitement, confusion and frustration became evident in the weekly meetings of discussion leaders with the lecturer and the coordinator, serving as chairman. The experience was a new one for practically everyone concerned. In these meetings to which discussion leaders and other interested

Ideas and Living Today classes met in regular classrooms and residence hall parlors throughout the campus. A 20-minute televised lecture was followed by 30 minutes of discussion led by a member of the faculty. This pattern of televised presentations and faculty-led discussions has characterized the course throughout the 10-year period, 1955-1965.

Encouraged by the initial experience with televised instruction, Stephens College sponsored a kinescope series under the title, "Time to Think". Mrs. Fay was producer-director, and Dr. Fred McKinney worked with the staff as expert and performer, assisted by members of the Stephens faculty. The series presented problems of living encountered by normal individuals. The series was later distributed to educational television stations throughout the United States for programing. Individual programs were distributed on request to a number of educational institutions.

In center picture Dr. McKinney confers with Mr. Robert Detchemendy, of the Stephens faculty. At right, Dr. McKinney and Dr. Rexroad discuss hobbies and health; here the hobby is Dr. Rexroad's woodcarving.

persons came, usually numbering about 20 to 25 people in each of three different groups, people wanted to discuss technical matters of receiver operation; make suggestions about the telecast program itself; give suggestions to the lecturer about his vocabulary, his outline, his content; discuss the implications of what he said in his lectures and have more instruction for their own understanding. Frustrations were voiced. The television and radio staff felt the need for more technical assistance and some additional equipment; students, asked to think and to think hard and penetratingly about the ideas presented in the lectures, began to ask why they were required to take the course; some discussion leaders found their abilities challenged to the full. The lecturer, having his first experience in telecasting, struggled to retain the integrity of presenting his own ideas and yet make use of the many suggestions that came his way. The coordinator sought to provide a smooth operation of the procedures associated with the course and at the same time to lend a listening ear to the multitudinous comments, suggestions and criticisms that were being made, passing on those which he though pertinent and possibly helpful, and making note of the others for attention when it seemed desirable.

At this point it was useful and necessary to reiterate the assignment of responsibilities: Discussion Leaders were reminded that the teaching of the course presented a dual responsibility, that of the lecturer and of the Discussion Leader; that it was the responsibility of the latter to guide the students in their inquiry concerning the ideas which the lecturer was presenting; that, in doing so, they need not feel the urge to become an expert with the subject matter, as was the lecturer, but rather should draw upon the resources of their own fields as they impinged upon the ideas presented. It was reiterated that the general content of the lectures had to be determined by the lecturer himself. After the first few lectures, when the newness of the situation began to wear off, the frustrations lessened quite naturally for all concerned.

As the lectures continued and the course progressed, a new campus atmosphere or climate became definitely recognizable. While there was still skepticism on the part of some leaders, particularly as to the meaningfulness of the study for students, the majority of leaders became enthusiastic. There were countless lively discussions of the subject matter which Mr. Denney was presenting in the course. These occurred over coffee, in social gatherings, and in meetings of boards and committees. One began to feel that the intellectual climate, at least for the faculty, had assuredly been upgraded. The reactions of students showed increasing concern for the ideas presented in the course. They were, however, rightly critical, in terms of the objectives of the course, of those discussion leaders who, themselves, monopolized the time intended for student discussion.

The coordinator for the course planned and began a study which he hoped would eventually throw some light on the possible outcomes of such a course. After examination of available instruments and consultations with experts, he selected two primary instruments for administration to two groups of students: Study of Values by Allport, Vernon and Lindsey, Houghton, Mifflin Company; An Inventory of Beliefs, Educational Testing Service, an instrument developed by the Cooperative Workshop in Evaluation in General Education. The plan called for a pre-testing in the fall of 1955 of samples of entering students and returning students, post-testing in the spring of 1956 of the same groups and a re-testing in the fall of 1956 of those students who returned who, of course, would have taken the course, Ideas and Living Today as freshmen. Although one sub-group was also administered a Test of Critical Thinking, Form G, and another group The Minnesota Personality Scale by John Darley and Walter McNamara, these were minor and supplementary studies, largely exploratory. A brief summary of the results of the study and of a questionnaire administered to students and discussion leaders is given later in this chapter.

Throughout the first semester of the course indications of faculty and student interest were noted. Faculty members not directly responsible in the course had been encouraged to attend the classes. A survey revealed that 39 members of the faculty had been "listening in" on the course. This was in addition to the several members of the faculty and faculty wives who attended the telecast in the Faculty Commons where no class meeting was scheduled. In some sections discussion leaders assigned students papers on the purposes and significance of the Ideas and Living Today course. The following excerpt from one of these papers, undoubtedly that of one of the better students, gives some indication of what was happening in the minds of some students.

> The values of these lectures, I think, are many. For one thing, I believe they serve as tremendous 'eye-openers.' We are all inclined to take things for granted, never stopping to think or question. We tend to become so involved in our own little worlds, our own life pattern, our immediate problems, that we lose perspective and forget or ignore the existence or importance of anything else. Exposed to universal problems, ideas, theories, as well as greatly diversified societies and cultures, we are taken out of our complacency and made to look upon the world with awe. Our area of thought and awareness is expanded and we begin to wonder and question.
>
> I think, however, that the real value of this class lies not primarily in the specific bits of information and fact given us--these are but the 'springboard,' the means, not the end. We

> are challenged through these to explore new ideas (new to us, that is), to do our own thinking and to deal with the problems presented us and, if not to find the answers, at least to understand better the questions. Therefore, the greater part of the learning does not begin with the lectures, but with the discussion.
>
> A further purpose of this course, I think, is to increase our understanding of ourselves, both collectively and as individuals--to be aware of the forces at work within our society or culture by learning of other societies and cultures. There was hint of this, it seems to me, in the very first text without comment, which stated, '...a society is never conscious of its mores until it comes in contact with some other society which has different mores...' By learning of the culture traits of various societies and comparing them with our own, we perhaps gain greater perspective.
>
> In summarizing, as I stated before, I think the real value of this class lies not in the information given, however valuable and interesting, but in the truths behind it--the implications and tentative conclusions which might be drawn from the various illustrations and evidence given us. We begin to see, for instance, that in simple everyday actions and customs of any given society, are reflected whole realms of thought and belief. Mr. Denney's lectures are challenging and lead us to seek answers.

Many leaders commented that they found the weekly seminars stimulating, giving them the opportunity to get to know their colleagues better and to learn how they thought and taught. Some of them were trying new teaching devices in their regular classes of which they learned in the weekly seminars. The leaders from nine sections of the course which had been assigned two leaders each reported on the advantages and disadvantages. Having the two leaders provided more resources for the group, made possible more objective evaluations, made it easier to draw out the group, provided greater stimulation, but also resulted in some confusion for students as to which leader had the chief responsibility and possibly resulted in some inhibition on the part of the leader responsible for a given day or for a given aspect of the day's session.

During the first week and again during the last week of the semester students were asked to write a two to four hundred word paper suitable for the following situation.

> You are visiting abroad. A friend of your own age has invited you to visit in her (his) school. You have been warned in advance that you are to talk about the United States to a group of students. You have ten minutes to describe aspects of the life of young people in the United States today. You are to comment on what you consider to be good and bad aspects of American culture in general.

The papers were a disappointment. They did not reveal a sufficiently clear analysis to make comparison of first and last papers useful. The leaders and the teacher-lecturer could only conjecture as to the possible causes. Perhaps the assignment was not sufficiently specific. Perhaps there had been such great diversity in the discussions following the lectures that no consistent pattern of treatment of the concept could be expected to emerge. Perhaps students had not had sufficient opportunity to develop the ability to make value judgments. Perhaps the fact that the papers were not to be graded lessened the students' motivation in doing the best job possible.

In the final week of the semester representative students, who had grown fond of Mr. Denney through his provocative challenging of them to arduous and thoughtful consideration of the ideas which he presented, expressed their appreciation for his having been with them. A student appeared on television following his last talk and conveyed the appreciation of all. Students also invited Mr. Denney and the discussion leaders as their guests for dinner, arranging a short program in which a statement of appreciation and farewell to Mr. Denney was again made. Thus, the first semester of the new course Ideas and Living Today and the first trial of closed-circuit television using industrial vidicon cameras on the Stephens campus, ended.

A New Teacher-Lecturer Begins A New Semester

Several weeks before the end of the first semester President Spragens announced that the teacher-lecturer for the second semester was to be Dr. Huston Smith, then of the Department of Philosophy at Washington University, St. Louis, now of Massachusetts Institute of Technology. Dr. Smith had previously given a course over open-circuit television on The Religions of Man from the educational station, KETC-TV in St. Louis. He had also authored the book The Purposes of Higher Education, Harpers, 1955.

The topics, the texts without comment and the provocative questions which Mr. Denney had presented to students during the first semester provided excellent background for Dr. Smith's concentration during the second semester on the major cultures in world history. Students had become accustomed to the concept of culture in a sociological sense. They had been introduced to a descriptive and analytical study of some of the distinguishing characteristics of our own American culture and they had acquired some appreciation of the fact that basic beliefs and practices vary from culture to culture. Thus, when Dr. Smith presented his first introductory statement titled, "A Look Ahead," to students, there was widely expressed interest. In light of the current concern at Stephens College and elsewhere for including in the curriculum more attention to non-Western cultures, Dr. Smith's series of lectures in 1955-56 are particularly significant.

Dr. Smith's introductory statement, which is given below, will acquaint the reader with his intention, methodology and subject matter.

Dr. Huston Smith, visiting professor from St. Louis University, now at M.I.T., was the second master teacher, 1955-56, for Ideas and Living Today. Dr. Smith presented a series of lectures on Philosophies of Life: Insights and Outlooks—The Indic, the Oriental, the Arabian, the Judaeo-Christian, Scientific Humanism, and Existentialism.

DIAGNOSIS
Cause Ego driv
SOVIET
CHINA
AFRICA

IDEAS AND LIVING TODAY
STEPHENS COLLEGE TALKS:
A PROSPECTUS

PHILOSOPHIES OF LIFE
INSIGHTS AND OUTLOOKS
Dr. Huston Smith

What do we intend to do as we move into the second semester of Ideas and Living Today? We intend to raise and hold before us for four months some of the most momentous questions which life can pose. Five in particular will be the focus of our concern:

1. What is man?
2. What is the nature of this world in which he is placed?
3. What is his highest destiny?
4. How can he realize his destiny?
5. How should society be ordered to maximize human fulfillment?

These questions loom like mountains behind the hills we climb in our everyday doings. They are not easy to answer and the answers we reach cannot be proved. But what we truly believe about them makes a profound difference in the way we live and what we shall make of our lives.

We intend to approach these questions by looking at the most significant answers which have been given to them in the course of human history. These answers are clustered and perpetuated in the great enduring cultures of the contemporary world. Our approach, therefore, will be to try to work our way inside a number of these to see how each answers the questions which concern us. We shall not commit ourselves in advance to which or how many outlooks we shall cover--in an experimental course of this kind it is important that both pace and direction be kept open. As we set out, however, at least we hope we shall have time to make the acquaintance of at least the following:

The Indic outlook
The Oriental outlook
The Arabian (Muslim) outlook
The Judeo-Christian outlook
Scientific Humanism, Existentialism

What do we hope to derive from this exploration? At least three things:

First, we hope to come out with a clearer understanding of ourselves. Where do we stand on the five questions we have posed? How many could we already discuss incisively? Comparison and contrast should help to clarify our own thinking on these matters: in the very act of agreeing or disagreeing with the answers of others we shall be lifting to awareness, piece by piece, our own patterns of convictions.

> Second, we ought to emerge with a clearer understanding of other peoples of the world. Many will say that such understanding is needed because it increases the chances for peace. They are right. President Eisenhower recently voiced this need for world understanding when he said, 'With everyone a loser and no one a winner in an atomic war, understanding between the peoples of the world is important as never before.' There is, however, another argument for world understanding which is, if anything, even more important than the argument for peace; namely, the sheer joy and excitement which can come from working one's way inside a perspective different from one's own. On this point, not Eisenhower but Whitehead provides our quote: 'People ask of their neighbors,' he wrote, 'something different enough to provoke attention, something similar enough to be understood, and something great enough to command admiration.' The outlooks we shall be considering amply meet these three requirements.
>
> Finally, we ought not to move through this material without the hope that we shall pick up some insights which will help us to order our own lives better. Not the amassing and cataloguing of a given quantity of information but the reception of some significant influence should be our ultimate aim. We shall be dealing with some of the profoundest insights into life which have ever occurred to the human imagination, and it will be a drab journey indeed if we do not derive something of help. Not information but transformation--this at least is the possibility.

The titles of Dr. Smith's talks give an additional indication of the content of his series as well as of its organization. In each of the major divisions the five questions which he presented in his introductory statement were treated from the outlook under discussion. His topics appear below.

PHILOSOPHIES OF LIFE
INSIGHTS AND OUTLOOKS
Dr. Huston Smith

1. The Indic Outlook
    - 1.1 The wants of man
    - 1.2 What men really want
    - 1.3 Four paths to the goal
    - 1.4 The fourth yoga
    - 1.5 The world we live in
    - 1.6 Summary

2. The Buddhist Outlook
    - 2.1 The man who woke-up
    - 2.2 The four noble truths
    - 2.3 The eightfold path
    - 2.4 The big and little rafts
    - 2.5 The secret of the golden flower
    - 2.6 Summary: the image of the crossing

3. The Chinese Outlook
    - 3.1 The first teacher
    - 3.2 The Confucian answer
    - 3.3 The way and its power
    - 3.4 Summary and implications

4. The Moslem Outlook
    - 4.1 The people of the book
    - 4.2 The straight path
    - 4.3 The social teachings of Islam
    - 4.4 Summary

5. The Western Outlook
    - 5.1 The Hebraic component: meaning in a) existence, b) nature, c) man
    - 5.2 The Hebraic component: meaning in d) history, e) morality
    - 5.3 The Hebraic component: meaning in f) justice and g) suffering
    - 5.4 The annointed
    - 5.5 The Christian component: the good news
    - 5.6 The Christian component: Christendom
    - 5.7 The Greek way to Western civilization
    - 5.8 Law and the Romans: enlightenment man
    - 5.9 Existentialism

The following paperback editions were available in multiple copies in the library and also in the College store for purchase by interested students.

Song of God: Bhagavad-Gita. Isherwood, C. & Swami Prabhavananda, trs.	Mentor
Islam. Guillaume, Alfred.	Penguin
Man Makes Himself. Childe, V. Gordon	Mentor
Mohammedanism. Gibb, H.A.R.	Mentor
The Sayings of Confucius. Ware, James, tr.	Mentor
Science and the Moral Life. Otto, Max.	Mentor
The Teachings of Compassionate Buddha. Burtt, Edwin A., ed.	Mentor
The Way of Life: Tao Te Ching. Lao Tzu.	Mentor

In contrast to Mr. Denney's use of an outline to be placed in the hands of students, Dr. Smith prepared a three to five page, single-spaced mimeographed statement which summarized and amended the material of each of his lectures with the expectation that students would read and digest this material before the following session.

During the second semester of the course the seminar meetings of discussion leaders were primarily briefing sessions in which Dr. Smith gave the leaders additional background material. The leaders, most of whom were quite unfamiliar with the subject matter, raised many questions both concerning the information and ways in which they could direct student discussion better. Increasingly they reported that students seemed to be gaining and expressing a greater appreciation of other cultures and peoples.

Leaders and Students React to the First Year of the Course

During the last two weeks of the semester the coordinator administered questionnaires designed to collect judgments of students and discussion leaders concerning degree of achievement of course objectives and other aspects of the course experience and recommendations for future planning. In addition, the staff of the testing service cooperated by administering a post-testing program using the standardized inventories which had been used in the fall. Since re-testing during the ensuing fall was still needed to complete these data, the reporting of the findings from the latter is made in a later section of this report.

Since the questionnaires were designed primarily to elicit information about student attitudes and suggestions from leaders and students for modifications for the second year's program, only a brief summary is given here. Similar questionnaires administered at the end of two years are reported later.

The first section of the questionnaires for both discussion leaders and students asked for ratings indicating judgment of the degree to which course objectives had been achieved. The following table gives the percentages of responses of both groups in order to compare them. The items are arranged in the descending order of "highest" student ratings when the "much" and "very much" categories were combined. Students, much more frequently than faculty, assigned ratings of much or very much to items. Both groups rate the increase in tolerance of ideas different from one's own to be highest. This might be interpreted to indicate that one of the greatest values of the course, at least during its first year, was an increased open-mindedness of students. If one considers the composite ratings in the some, much, and very much column on all items one can conclude that the great majority of students considered the course to have value for them. These data were useful primarily as encouragement to the faculty as they began the second year of the experiment. At least in students' minds, even though some had complained about the course while taking it, the experience had been a valuable one.

Other items from the student questionnaire throw light on contributions to the student's education. Two items concerning the books read had been included primarily as a validity check on objectivity and honesty. Library records indicated that students had made comparatively little use of the books on reserve. The results of the questionnaire supported the library records. Only 6.1% of students indicated that they had read the books much or very much, but 18.7% indicated that they had learned much or very much from the books which they did read. On another item on the student questionnaire, 54.2% of students said they had discussed ideas from this course outside of

COMPARISON OF 1955-56 STUDENT AND FACULTY RATINGS ON ACHIEVEMENTS:		1. Very Much %	2. Much %	3. Some %	4. Little %	5. None %	1 ≠ 2 %	1 ≠ 2 ≠ 3 %
1. I have become more tolerant of ideas different from mine.	Student	25.7	46.9	21.2	3.5	2.7	72.6	93.8
	Faculty	13.5	44.2	32.7	9.6	0.0	57.7	90.4
2. I have understood my own culture better.	Student	14.0	40.4	36.8	7.5	1.3	71.2	91.2
	Faculty	5.9	23.5	60.8	9.8	0.0	28.8	90.2
3. I have acquired an understanding of cultures other than my own.	Student	29.5	42.3	26.0	2.2	0.0	54.4	97.8
	Faculty	7.7	21.1	57.7	13.5	0.0	29.4	86.5
4. I have become interested in further exploring of ideas and materials presented in this course.	Student	17.5	21.9	38.2	19.3	3.1	51.6	77.6
	Faculty	2.1	12.5	27.1	54.2	4.1	33.3	41.7
5. I have seen relationships between this course and others in my schedule.	Student	19.4	24.2	39.7	12.3	4.4	49.3	83.3
	Faculty	3.85	9.6	50.0	32.7	3.85	15.7	63.5
6. I have improved my ability to discuss ideas seriously.	Student	13.6	29.8	37.2	16.7	2.7	43.6	2.7
	Faculty	5.8	38.5	46.1	7.7	1.9	13.4	1.9
7. I have developed some intellectual interests with other students through this course.	Student	9.3	23.3	37.4	25.6	4.4	43.4	70.0
	Faculty	0.0	19.2	59.6	21.2	0.0	44.3	78.8
8. I have improved my ability to think critically.	Student	13.2	36.1	43.2	5.7	1.8	39.4	92.5
	Faculty	3.9	11.8	52.9	27.5	3.9	14.6	68.6
9. I have understood the goals of this course.	Student	13.7	37.9	33.9	12.3	2.2	33.6	85.5
	Faculty	5.9	27.4	51.0	13.7	2.0	19.2	84.3
Total responses, all items	Student	17.3%	33.7%	34.8%	11.7%	2.5%	51.0%	85.8%
	Faculty	5.4%	23.1%	48.7%	21.1%	1.7%	28.5%	77.2%
		Very Much	Much	Some	Little	None	1 ≠ 2	1 ≠ 2 ≠ 3

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class much or very much and 51.8% expected to profit from this course experience in the future much or very much.

Of considerable interest to the discussion leaders themselves and to the other members of the faculty was the composite judgment of discussion leaders as to the extent to which they judged the experiment thus far to be worthwhile. 36.5% indicated that they thought it had been decidedly worthwhile, 40.4% considerably worthwhile, 13.5% reasonably worthwhile, 7.7% somewhat worthwhile, and only 1.9% scarcely worthwhile. Combining the decidedly and considerably worthwhile ratings we have a total of 76.9% of discussion leaders rating the value of the experiment as considerably or decidedly worthwhile.

Approximately 90% of discussion leaders rated most of the items concerning the technical aspects of the television as satisfactory with only about 10% rating items as unsatisfactory. Of the items rated unsatisfactory by this approximately 10%, the most frequent items were: the condition of the TV set, absence of a clear picture, inadequate studio lighting. The preponderantly favorable ratings on the technical factors greatly encouraged the Television--Radio staff and their student crews especially since they had been experimenting with cameras not designed for such programming.

The suggestions from discussion leaders were voluminous. A few of the more significant or frequently given ones are included. Together the comments provided a rich resource for the Committee, the coordinator and the production staff.

Leaders recommended that they be more uniform in their demands upon students, but that, in general, students should be required to do more outside reading and preparation. They also recommended administration of some uniform testing, covering lectures and readings. Preferences for 60-minute and 50-minute class periods were almost equal. The majority of leaders found the seminar sessions stimulating and helpful and recommended their continuance.

The judgment of most of the discussion leaders was that the course, Ideas and Living Today, should continue to be a requirement for all first-year students. However, approximately one-fifth of the leaders either thought that the course should be given to seniors or at least offered to them on an elective basis in addition to being required of first-year students. Most who mentioned the desirability of giving the course to seniors felt that this should be done at some later time, after the course had become better established.

In summarizing the comments that "looked to the future", there seems little question that the discussion leaders at this end of the first year considered that the course was offering students an educational opportunity which was not being offered elsewhere in the curriculum, that its goals were worthwhile, and that as it continued its development it possessed a potential for becoming a very significant course in the student's educational experience.

The Second Year of the Ideas and Living Today Course

In the spring preceding the second year of the experimental course taught by closed-circuit television, administrative changes were announced and indication of faculty interest in serving as discussion leaders was solicited. The most important administrative change was that an honorarium would not be provided for discussion leaders as was done during the first year, although the responsibility assumed would still constitute an overload for most faculty members serving. The President announced that funds used for honoraria for the course would be added to the resources available for general faculty salary increases, but that assumption of the responsibility of discussion leadership would be considered along with other similar extra responsibilities frequently assumed by faculty members.

The interest of the faculty in participating in the course is reflected in the response of faculty who indicated an interest in serving as discussion leaders for the second year of the experiment. Eighty members of the faculty volunteered, including approximately 90% of those who had served as leaders during the first year of the experiment. Since the teacher-lecturers for the second year of the course had not been chosen, the faculty response was interpreted as an indication of interest in the course itself and its objectives. Subsequently, 36 faculty members were assigned as discussion leaders having sole responsibility for sections and 34 were assigned as co-leaders of sections. Thus, 53 sections were offered the second year, each having 17 students or fewer, and using a total of 70 faculty members as leaders.

During the second year of the course the Committee and the coordinator sought to incorporate in the administration of it as many as possible of the desirable suggestions of discussion leaders. For instance, the class period was shortened to 50 minutes to coincide with the regular class periods in the college schedule. Some sections were given a second-year student as an assistant to the discussion leader. In order to obtain a more nearly accurate cross section of students randomly placed in each section, no particular effort was made to assign advisees to sections of their advisers who preferred this kind of assignment as had been done the first year. The

Committee planned uniform tests prepared through the cooperation of the lecturer, the coordinator and selected discussion leaders. Minimum required material for outside reading was decided upon. Seminar meetings with the lecturers were scheduled, as were visits of the visiting lecturers to the various sections, as requested by leaders. Lecturers were to continue the practice of preparing handout materials containing outlines or digests of lectures and suggestive questions. Lecturers were also encouraged to continue eating in the College dining room and having informal coffee hours with representative students from the various sections.

The First Semester's Program, the Second Year (1956-1957)

Dr. Fred McKinney, of the University of Missouri and formerly Chairman of the Department of Psychology, was the visiting lecturer in Ideas and Living Today for the first semester of the second experimental year. Dr. McKinney's material, presented under the title of *You, Others and Events*, was drawn from the field of psychology. Frequent references, however, were made to other disciplines, particularly humanities and social science. The novels, *Cress Delahanty*, *The Catcher in the Rye* and *Of Human Bondage*, were required reading for all students.

The material below contains an outline of topics in Dr. McKinney's series and gives the reader considerable familiarity with the "content" of Dr. McKinney's presentation during the semester and enables the reader to judge for himself how it resembled or differed from the work of the two previous semesters.

Dr. Fred McKinney, visiting professor from the University of Missouri, was the master teacher during the first semester of 1956-57 *for Ideas and Living Today. Dr. McKinney's subject matter was drawn from psychology and developed the theme, You, Others, and Events. In a series of 30 lectures he discussed Human Goals and Resources; Personal and Social Problems; The Human Personality; Causes of Human Problems; and Personality Integration and Balance.*

Ideas and Living Today
Stephens College
First Semester, 1956-1957

A PROSPECTUS: YOU, OTHERS, AND EVENTS

Dr. Fred McKinney

I. (1) The Story of Betty Arlen

II. Human Goals and Resources

- (2) Maturity and Happiness
- (3) Understanding and Security
- (4) Acceptance and Love
- (5) Strivings and Outlets
- (6) Learning and Thinking
- (7) Satisfying Choices

III. Personal and Social Problems

- (8) Aggression
- (9) Insularity and Repression
- (10) Escape and Withdrawal
- (11) Anxiety and Tension

IV. The Human Personality

- (12) Personality and Problems
- (13) Bodily Aspects of Personality
- (14) Personality and Culture
- (15) Role and Status
- (16) Self
- (17) Ego - Defense of Self
- (18) Conscience and Standards
- (19) Character - Inner Strength
- (20) Multiple Factors in Personality
- (21) Masculinity - Femininity

V. Causes of Human Problems

- (22) Frustration
- (23) Personal Biography
- (24) Relationships
- (25) Conflict
- (26) Anxiety
- (27) Guilt
- (28) Ignorance
- (29) Punishment - Freedom

VI. (30) Personality Integration and Balance

All of these basic concepts will be illustrated in terms of present day culture. An attempt will be made to relate all of these concepts within an understandable system of thought indicated by the logical nature of the four major units. A very brief preview of the development of the units follows.

In Unit I we have a preview of the course. This semester, in our attempt to examine ideas about our contemporary life, we pivot on the human being--ourselves. We begin with the story of a girl, extending over a twenty-year period, and look at the forces that made her what she is. We briefly observe her history and ask questions about it; we are led eventually to some basic queries such as: What are her goals as a human being? What are the resources open to her in her attempts to achieve these goals?

In Unit II we discuss these human goals in some detail. Happiness is the usual goal but a little consideration reveals that we do not seek happiness. We live in a complex society which demands maturity--responsibility, foresight, consistency, emotional control and direction. This is reached by understanding ourselves and by a balance of forces within ourselves that generates some degree of stability or security. For a long time wise men have realized that a great force in man's growth is love by other human beings--acceptance of one as he is, as a worthy personality capable of development. When we are accepted or come to accept ourselves, energies are released; we are less preoccupied by the fighting forces within us and we show more striving in terms of goals outside of ourselves. These outer sources of satisfaction reduce the strength of inner needs. We look for goals and seek outlets. We venture toward more trial and error as we feel safer and more acceptable. Creative activities and the appreciation of them is a great source of growth (learning and thinking). As our horizon broadens, we lose ourselves, so to speak, in a rich world of reality, creativity and human values; we are capable of making choices which will give us and our fellows deeper satisfaction.

In Unit III we will briefly examine certain basic personal and social problems in our society today. Aggression in its many forms represents a strong cultural trait of our Western world. We will look at some of the forms that aggression takes. War, gossip, ostracism, divorce, prejudices are a few random samples. Aggression is a weapon we use almost impulsively when we are frustrated. It is not our only weapon. We might withdraw from the situation, refuse to face it. We may build up barriers against seeing the world as it is. Examples of such insularity in our present society are, provincialism, status-quo-ism, repression or exclusion of all experience which might alter our preferred view of life. We might, moreover, withdraw and so fill our lives with the superficial, escape thrills and fantasy that there is no place for reality. We might ask at this point: When are the products of the imagination a source of escape and when are they a source of creativity and personal growth? This struggle to avoid frustration, aggression, and other painful choices and conflicts leads to the anxiety we see in social life today. It takes many forms--tension, worry, ulcers, emotionally wrought illness and the above-mentioned defense and escape from real life. These are the basic human problems underlying our present day civilization. They are the problems with which the mature human personality must deal.

In Unit IV we look at human personality and see what it is biologically, what parts of it are the reflection of our society and culture in our Western world, what roles we as individuals play--such as leader, professional person, mother, comedian, friend or critic. Can we play several roles? As the idea of "role" suggests, we are more than a self, we are a self with an awareness of what we are. We show pride, humility, anxiety. We are an organized ego with an impression of ourselves and a front which meets the outer world. These ego processes within us are involved in the conformity to standards we accept--our "conscience." They also deal with strong inner forces of aggression and passion. The development of inner strength or character is essential for maturity and happiness. Personality, then, is complex, the result of our basic temperament and all the experiences of our life and of a relatively unified development into an adult-like man or woman with traits we call masculine or feminine. We come to see ourselves as we are and as what we might realistically become. It is this unified human personality who knows himself and the world, who accepts it for what it is and what it can be, who can deal with the problems of our era.

In Unit V we look at causes. Inability to satisfy our needs (frustrations) is a major cause of personal and social problems, particularly if those needs are basic to our personal integrity. These frustrations may have an early origin (personal biography), may involve people close to us and jeopardize significant relationships. They may be inward in nature--such as a like and dislike for the same thing (conflict). Conflict produces anxiety; if this anxiety develops around standards or social wrong, it is known as guilt. Anxiety and guilt lead to an attempt to forget events leading to them or to ignore those aspects of life related to them. Another cause of human problems is punishment (a form of aggression) and the vague fear of punishment--a major source of anxiety.

Unit VI deals with the goal of all this understanding--growth toward a whole person--a person with purposes, with broad satisfaction of his needs, one who can avoid crippling frustration and conflict and tolerate those frustrations and conflicts which cannot be avoided.

These are the ideas basic to an understanding of our present society--the human forces in it, and the resources as seen by some behavior scientists. The studio lecturer will attempt to define, illustrate and interrelate these concepts. As each of the above mentioned ideas is presented we will see examples of them in our present-day culture, in customs, fashion, literature, art, music, laws, as well as in our personal attitudes and relationships with others. The students and instructors will explore further the forms that these phenomena take in our society and in their own lives, and the implications thereof. Section instructors will be able to enrich given areas appropriately from their own disciplines during the course of the discussion.

At the close of the first semester and at the beginning of the second semester a departure was made from the usual format of presentation of the Ideas and Living Today course. Dr. McKinney delivered his last lecture of the semester in the Assembly Hall where all the students in the course gathered, and Dr. T. V. Smith, the second semester lecturer, delivered his first lecture in the same Assembly Hall. There had been throughout the course a persistent feeling on the part of some leaders that the television presentation was less desirable than a face-to-face presentation even when the number in the audience was large. After these two lectures most leaders were rather emphatic in concluding that the television presentation was more effective, more personal and interested more students in its content than the face-to-face lecture situation with so large a group.

The Second Semester of Ideas and Living Today, Second Year (1956-57)

The guest lecturer for the second semester of the second year was Dr. T. V. Smith, recently retired from the University of Syracuse where he was popularly known as Professor of Poetry, Philosophy and Politics. Dr. Smith had formerly been on the faculty of the University of Chicago. He had been a founder of the Chicago Round Table and CBS's book program "Invitation to Learning." He had appeared on many adult educational radio programs. He had also served in the House of Representatives. The general title of his series was Ideas and Their Management (Imagination and Her Children).

In preparation for the second semester of the second year of the course, books were made available for students and discussion leaders. Students were requested to purchase paperback editions of *Live Without Fear*, by T. V. Smith. Discussion leaders were supplied with copies of the above book, The True Believer, by Errick Houffer and of Disciplines of Democracy, by T. V. Smith. Placed on reserve in the general library were copies of Ethics of Compromise, by T. V. Smith, How We Think, by John Dewey and The Practical Cogitator, edited by Curtis and Greenslet.

Dr. Smith's handout materials prepared for use by both discussion leaders and students were different from those of the preceding speakers. Rather than supplying outlines of individual talks, he provided brief notes that constituted previews and summaries of a whole series of talks. He made much use of quotations, sometimes accompanied by notation of points to be remembered, sometimes by questions.

The following recapitulation of the main emphases in his lectures will provide the reader with some insight into the provocative and philosophical nature of Dr. Smith's presentations.

Ideas and Living Today	IDEAS AND THEIR MANAGEMENT
Stephens College	(Imagination and Her Children)
Second Semester, 1956-1957	Dr. T. V. Smith

Lectures: First Series

Theme: "How To Be a Good Shephard of One's Thoughts"

Three Issues to be Argued:

1. If ideals are really harmonious, why are not idealists more often at peace with one another?
2. How can we get one direction for our lives if, for instance, Truth and Goodness and Beauty lead us in different directions?
3. If in our predicament we begin with unity, how do justice to ideal diversity which we actually find; if we begin with plurality, how achieve unity?

Three Points to be Remembered:

1. Ideals come naturally from ideas but transcend them, prompting us in different directions.
2. Because of this undertow of ideals in different directions, it becomes the business of the philosopher in each of us to do as George Santayana says, 'To become a good shepherd of his own thoughts'.
3. To live life heroically means to know what ideals are good for, what they are not good for, and how to avoid being made sickly by the very means of our salvation.

Lectures: Second Series

Theme: "Ideals and Their Disciplines"

Setting aside, but not discounting, the life of action as the good of man, we further pass Reason by in favor of Imagination, which we define as the capacity to see things as they aren't. Imagination is the workshop of all that is created.

Topics to be Explored and Understood:

1. Science and the discipline of doubt: Out of Imagination arises Science, servant of Truth, through the Discipline that is peculiar to doubt. The ability to see things differently from the way they are, this is the genesis of science. Not to take an hypothesis as proved until it is so, this is the grace of dubiety: to keep an open mind until one is able to 'exhaust all adverse hypotheses' (Pasteur).
2. Art and the Rack of Growth: Beauty requires a discipline no less than Truth but not the same discipline. Out of the amorphous matrix of imagination rises art. Stretching the imagination to include all the sights and sound and colors and cadencies: this is the vocation of one who would grow into Beauty. The discipline involved is no less rigorous than that of science and no less precious in its issue.
3. Politics and the Solvent of Sympathy: Out of the life of imagination arises politics, too, of the democratic sort. Not dubiety, as in science, nor sensitivity as in art, but the discipline of sympathy gives birth to politics. To be able to put oneself in the place of another is highly imaginative and is utterly indispensible for free citizenship. This exchange of roles is utterly indispensible for free citizenship. This exchange of roles is the only way which just men can turn themselves into a society that can live and let live. We have through another discipline, the discipline of sympathy, the fine art of politics.

4. Holiness as Wholly-ness: We have elected to treat the Christian contribution to our culture as concern for the whole life of value. To rule out one's world science or art or politics is to stultify the spiritual life of man. To know the advent of the spiritual life, one finds place in his value scheme for all the values of others. To see that intelligent men differ because they are intelligent (rather than that some are heretics) and to know that honest men differ because they are honest, this is for one to rise above the fray and through a will to Wholly-ness to enter into the amplitude of the spiritual life defined by Santayana as 'disintoxication from values'.

Lectures: Final Series

Theme: Politics, a Philosophy of Compromise

Requisites of a Society, Both Humane and Free:

1. Politics is for the Unlike-Minded: A free and humane society finds variety among men, accepts it with natural piety and seeks to increase it. Politics is not mediocre because men are bad, but because men are good, each insisting upon being good in his own peculiar way.

2. Utopian Ends Beget Immoral Means: The glorification of uniformity among men, and especially of intellectual conformity throws us back on means that are coercive. A utopian society, since it cannot come to be otherwise, tries to come to birth through violence, a disordered state in which somebody, if not most bodies, forfeits freedom. It is because democracy is willing to settle for half a loaf that enables it to amble along constitutionally and peacefully. If its end were more glorious, its means would have to be more inglorious.

3. The 'Isms Distinguished: Communism insists on violence (class war), and that most gladly; socialism permits violence but reluctantly; democracy accepts permanently the moral mediocrity of compromise for the sake of peace.

4. Separation of Church and State: The capacity of men, however, to accept variety and to tolerate it, especially in things moral and religious, is conditioned on their having something in themselves to live on while the ideals they live for are being compromised. To believe something wrong and not to abolish it, even if you have the power, until in each case you can, if you can, persuade a majority to your side--this containment in oneself of the impulse to act for the common good is the final capacity that makes democracy possible and makes it spiritual.

> The only way we have found, however, to keep religion from debasement at the hand of politics and to keep politics from fanaticism at the hands of religion, is to separate church and state and to keep them separate.

5. Politics is King of All: Politics is for the compromisable, religion for the uncompromisable; but politics must fix and patrol the boundary between the two. Politics is the undisputed king of all that is in serious dispute among men. Without it, Truth, Beauty, or Holiness are all subject to paralyzing conditions of disorder.

The Course is Evaluated

Part-way through the second semester of the second year of the course an evaluation was made using the questionnaire device preparatory to a report to the faculty, after which the faculty would determine whether the course should be continued in the curriculum beyond the experimental two-year period.

Questionnaires were administered to freshmen, to sophomores, who had had the course the previous year, and to discussion leaders. The items on the questionnaire were made more comparable than those previously given in order to expedite comparison. Items covered the attainment of objectives, the improvement of specific abilities and understandings, judgments on the worthwhileness of the course as an educational experiment, attitudes toward the course, students' appraisal of the value of the course to them, and a judgment of the discussion leaders of the value of the course for themselves. The summation of the responses is interpreted in percentages in the table below.

SUMMARY OF QUESTIONNAIRE ON IDEAS AND LIVING TODAY, FEBRUARY, 1957

(DL) Discussion Leaders: N = 57; (So) Sophomores: N = 237; (Fr) Freshmen; N = 396

Note: Data are presented in terms of percentage of the responses to each item. Where appropriate, the last column in each set of data presents the combined percentages for the two highest ratings.

1. Achievement of Objectives as Rated by Discussion Leaders and Students

Question: To what extent do you feel that you, personally, have made progress in achieving the broad objectives of the course? Check in one column for each item.

			Percentages of ratings					
			Very Great	Great	Some	Small	None	Very Great + Great
1.1	To provide a common intellectual experience for the whole College community.	DL	1.90	22.6	54.7	13.2	7.6	24.5
		Fr.	4.68	22.34	50.39	13.25	9.34	27.02
		DL	0.0	30.6	44.9	18.4	6.1	30.6
		So.	10.48	26.20	47.16	10.04	6.12	36.68
1.2	To introduce students early in their college career, to ideas which are of basic importance to them in their development as individuals and as members of their society.	DL	3.6	28.6	46.4	19.6	1.8	32.2
		Fr.	10.39	35.06	35.85	13.25	5.45	45.45
		DL	5.9	25.5	54.9	11.8	1.9	31.4
		So.	15.28	40.17	31.0	7.86	5.69	55,45
1.3	To stimulate students' motivation for learning by acquainting them with a wide variety of fields of learning and with the essential interrelatedness of knowledge.	DL	1.8	5.5	52.7	32.7	7.3	7.3
		Fr.	4.42	21.56	41.82	21.04	11.16	25.98
		DL	0.0	12.0	50.0	32.0	6.0	12.0
		So.	10.13	36.12	35.68	11.89	6.18	46.25
1.4	To make students aware of the extent of their understanding of the world and life about them and of what they need to study in order to become broadly rather than narrowly educated persons.	DL	0.0	12.5	57.2	23.2	7.1	12.5
		Fr.	9.04	32.04	34.63	17.05	7.24	41.08
		DL	20.0	9.8	64.7	13.7	9.8	29.8
		So.	22.02	42.73	27.75	3.96	3.54	64.75
1.5	To encourage students to increase their knowledge of ideas which have frequently and persistently provoked man's thought, simulataneously, stimulating them to re-examine their beliefs, values, and attitudes.	DL	1.8	14.3	44.6	28.6	10.7	16.1
		Fr.	8.63	31.15	38.49	15.19	6.54	39.78
		DL	2.0	21.5	52.9	17.7	5.9	23.5
		So.	18.42	32.02	36.40	8.78	4.38	50.44
1.6	To promote personal involvement in the ideas and information presented through encouraging free exchange of ideas both in class discussion and in informal out-of-class situations.	DL	1.8	16.4	45.4	30.9	5.5	18.2
		Fr.	8.29	23.58	44.3	15.28	8.55	31.87
		DL	0.0	18.0	54.0	24.0	4.0	18.0
		So.	11.84	27.63	39.04	14.91	6.58	39.47
1.7	To encourage students to make application in their personal lives and in the group life of which they are a part of the new insights and knowledge they gain.	DL	1.8	16.4	45.4	30.9	5.5	18.2
		Fr.	8.29	23.58	44.3	15.28	8.55	31.87
		DL	0.0	18.0	54.0	24.0	4.0	18.0
		So.	11.84	27.63	39.04	14.91	6.58	39.47

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2. Improvement of specific abilities and understandings

Question: To what extent do you feel the course, Ideas and Living Today, has helped you improve your ability in the items below? Check in one column for each item.

			Very Great	Great	Some	Small	None	Very Great + Great
2.1	I have become more tolerant of ideas different from mine.	DL	2.0	20.0	56.0	18.0	4.0	22.0
		Fr.	3.57	24.23	47.96	16.33	7.91	27.8
		DL	0.0	22.2	55.6	20.0	2.2	22.2
		So.	13.73	33.48	39.06	7.73	6.00	47.21
2.2	I have understood my own culture better.	DL	1.9	9.5	62.1	20.8	5.7	11.4
		Fr.	2.03	18.73	48.86	20.25	10.13	20.76
		DL	0.0	12.3	67.3	10.2	10.2	12.3
		So.	7.26	30.34	45.73	12.82	3.85	37.6
2.3	I have acquired an understanding of cultures other than my own.	DL						
		Fr.	1.53	16.37	35.81	28.13	18.16	17.9
		DL						
		So.	10.04	41.49	37.99	6.99	3.49	51.52
2.4	I have become interested in further exploring of ideas and materials presented in this course.	DL	0.0	7.9	47.0	33.3	11.8	7.9
		Fr.	4.07	10.18	35.37	24.93	25.45	14.25
		DL	0.0	2.2	50.0	34.8	13.0	2.2
		So.	7.23	16.17	34.46	25.12	17.02	23.40
2.5	I have seen relationships between this course and others in my schedule.	DL						
		Fr.	15.38	25.13	31.79	12.56	15.14	40.51
		DL						
		So.	10.26	26.92	31.19	20.95	10.68	37.18
2.6	I have improved my ability to discuss ideas seriously.	DL	0.0	21.0	59.0	14.0	6.0	21.0
		Fr.	5.36	19.38	41.59	21.43	12.24	24.74
		DL	0.0	23.3	55.8	13.9	7.0	23.3
		So.	7.26	24.78	40.59	17.09	10.28	32.04
2.7	I have developed some intellectual interests with other students through this course.	DL						
		Fr.	1.79	14.14	38.3	24.45	20.32	15.93
		DL						
		So.	2.15	15.52	35.78	31.9	14.65	17.67
2.8	I have improved my ability to think critically.	DL	1.8	7.5	45.3	35.9	9.5	9.3
		Fr.	3.82	21.37	39.95	23.41	11.45	25.19
		DL	0.0	4.3	58.7	32.6	4.4	4.3
		So.	4.27	26.06	42.32	19.66	7.69	30.33
2.9	I have understood the goals of this course.	DL						
		Fr.	4.82	23.09	40.35	17.01	14.73	27.91
		DL						
		So.	4.27	30.34	37.61	17.52	10.26	34.61
2.10	I have become aware of how little I know in many fields.	DL						
		Fr.	15.69	39.24	25.83	10.89	8.35	54.93
		DL						
		So.	31.92	41.70	15.74	8.09	2.35	73.62
2.11	My personal values have changed due partly to this course.	DL						
		Fr.	1.51	9.38	36.46	28.35	24.30	10.89
		DL						
		So.	.86	10.73	36.48	27.89	24.04	11.59
2.12	My interest in different fields of learning has broadened.	DL						
		Fr.	2.58	21.72	39.53	22.48	13.69	24.30
		DL						
		So.	7.26	24.36	42.74	18.38	7.26	31.62

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			Very Great	Great	Some	Small	None	Very Great + Great
2.13	I have discussed ideas from this course outside of class.	DL Fr.	5.06	18.48	42.78	20.76	12.92	23.54
		DL So.	5.96	24.68	40.43	19.15	9.78	30.64
2.14	This course has helped me understand myself better.	DL Fr.	5.57	19.24	38.48	19.24	17.47	24.81
		DL So.	2.58	9.44	36.05	32.19	19.74	12.02
2.15	I have changed my point of view on many subjects during this course.	DL Fr	1.79	5.88	35.55	30.43	26.35	7.67
		DL So.	.86	10.34	36.22	37.50	15.08	11.2
2.16	This course has helped me to adapt to necessary restrictions.	DL	1.19	4.76	57.14	28.57	8.34	5.95
		Fr.	1.79	14.79	40.05	23.73	19.64	16.58
		DL	0.0	2.3	59.5	23.9	14.3	2.3
		So.	.43	11.26	37.66	31.6	19.05	11.69
2.17	This course has helped me to promote healthful personal relationships.	DL	0.0	18.8	58.3	16,7	6.2	18.8
		Fr.	3.06	18.88	43.11	21.43	13.52	51.94
		DL	0.0	6.8	63.6	18.2	11.4	6.8
		So.	2.15	18.45	35.60	31.33	12.47	20.6

3. Judgment on Worthwhileness of Course as an Educational Experience

Question: To what degree has the course been a worthwhile educational experience for you?

	Decidedly	Considerably	Reasonably	Somewhat	Scarcely	Decidedly + Considerably
DL	26.3	15.8	33.3	14.1	10.5	42.1
Fr.	6.46	18.86	34.11	20.41	20.16	25.32
So.	13.73	24.46	29.61	21.04	11.16	38.19

4. Attitude toward the Course

Question: What have been your attitudes toward the course?

			Very Favorable	Favorable	Indifferent	Unfavorable	Very unfavorable	Very Favorable + Favorable
4.1	At the beginning	Fr.	13.7	27.0	34.5	14.5	10.3	40.7
		So.	5.2	18.0	35.2	19.3	22.3	23.2
4.2	In general throughout	Fr.	3.1	35.5	29.0	26.3	6.1	38.6
		So.	5.7	45.7	28.0	17.8	2.8	51.4
4.3	At the end of the two semesters (for seniors only)	Fr.						
		So.	23.8	40.5	16.8	13.7	5.2	64.3
4.4	Now	Fr.	29.0	37.0	18.1	10.9	5.0	66.0
		So.	30.5	35.0	21.5	8.5	4.5	65.5

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5. Value of Course to Students

Question: Rank the five courses taken at Stephens College which have had the greatest value for you, personally, labeling your most valuable course 1, your next most valuable 2, etc.

	Rank Given						
	1	2	3	4	5	1 + 2	Total
Freshmen	6.6	14.3	20.0	26.7	32.4	20.9	N = 105 (26.5% of responses)
Sophomore	3.0	27.3	12.1	24.3	33.3	30.3	N = 33 (14% of responses)

6. Value for Discussion Leaders of Participation in the Course

Question: To what extent has the course, thus far, had value for you as a faculty member?

	Very Great	Great	Some	Small	None	Very Great + Great
6.1 In greater acquaintance with other disciplines	16.0	30.3	37.5	14.3	1.9	46.3
6.2 In diversifying your reading	5.4	34.0	41.0	14.2	5.4	39.4
6.3 In stimulation by visiting lecturers	23.0	42.0	30.0	5.0	0.0	65.0
6.4 In relationships with other faculty	4.0	26.0	37.0	28.0	5.0	30.0
6.5 In influencing your regular teaching	0.0	11.1	51.9	27.8	9.2	11.1
6.6 In advising	0.0	7.3	58.2	20.0	14.5	7.3
6.7 In counseling students	0.0	10.7	51.8	28.6	8.9	10.7
6.8 In leading classroom discussions	1.9	16.0	51.8	21.4	8.9	17.9
6.9 In providing opportunities for integration with your subject	1.9	11.1	50.0	33.3	3.7	13.0

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One of the most striking observations of the data from the questionnaire is that student ratings of achievement of the objectives and of the specific abilities and understandings acquired is consistently higher than the ratings on the same items made by discussion leaders. This suggested that students thought they were getting much more out of the experience than the teachers thought they were. Since stimulation of student awareness of what is involved in the process of becoming educated can be considered to be an encompassing objective of the course, these data seem supportive of the conclusion that students were becoming aware, or at least thought they were, of what is necessary to become liberally educated. The lower ratings by discussion leaders might be attributed to a continuing and healthy scepticism concerning the course and to their high hopes for what the course might eventually do for students.

Both freshmen and sophomores gave high rating (45.45% of freshmen and 55.45% of sophomores rating as great or very great) to the second objective (1.2) which pertained to introducing students to ideas which are of basic importance to them in their development. 41.08% of freshmen and 64.75% of sophomores rated as great or very great (objective 1.4) the achievement of their understanding of the world and life about them and what they needed to study in order to become broadly educated. 39% of freshmen and 50% of sophomores rated as great or very great achievement of the objective (1.5) which pertained to stimulation and re-examination of beliefs, attitudes and values.

When the ratings of freshmen are compared with those of sophomores a consistent pattern of more favorable ratings by sophomores than by freshmen is noted. This suggests that as sophomores acquired further education and looked back upon the experiences of their previous year in the course they found greater value than they had recognized at the time. These ratings were of considerable interest to the faculty, suggesting that this kind of course in which the emphasis is not upon knowledge, _per se_, but upon ideas and the application of knowledge, could not be measured in its effectiveness entirely during the time that the course is experienced. In other words, there may be an element of delayed recognition of that value.

The data from Section 2 concerns improvement of specific abilities and understandings; the same trend is noted here in that student ratings are usually more favorable than faculty ratings and sophomore ratings are usually more favorable than freshman ratings. Item ten in this section received the highest percentages of _great_ and _very great_ ratings (54.93% of freshmen and 73.62% of sophomores), a recognition by students of how little they know in many different fields. Other items receiving gratifying ratings of _great_ or _very great_ were item number 1, increase of tolerance of ideas of others, (27.8% of freshmen and 47.21% of sophomores; item 2--greater understanding of one's own culture (20.76% of freshmen and 37.6% of sophomores; item 5--seeing relationships between this course and others in one's schedule (40.51% of freshmen and 37.18% of sophomores; item eight--ability to think critically (25.19% of freshmen and 30.33% of sophomores); and item thirteen indicating that approximately one-fourth of both juniors and seniors discussed the ideas from this course outside of class to a _great_ or _very great_ extent.

However, when one compares the magnitude of combined ratings of _great_ and _very great_ ratings with those of _small_ and _none_ ratings for freshmen, there were more who thought they had improved little. But the reverse is true of the sophomores as they look back on the experience.

The data on the third section concerning the worthwhileness of the course as an educational experience show that 42.1% of the faculty rated the course as decidedly or considerably worthwhile, while only 25.32% of freshmen and 38.19% of sophomores rated it thus. It is interesting to note that the faculty rating is closer to the rating by sophomores than that by freshmen. Again, the higher rating by sophomores than by freshmen gives further support to the ideas that the value of the course is recognized after the course experience has ended. If one combines the ratings from the middle to the top of the scale, it can be noted that Discussion Leaders and sophomores gave the course a positive rating (75.4% of leaders and 67.8% of sophomores) while freshmen tended to give the course a less positive rating (59.43%).

Ratings concerning the attitude toward the course (Section 4) are interesting. They show that there was a steady progression from an unfavorable to a favorable and very favorable attitude throughout the year. Further, the very favorable and favorable ratings from the beginning to the "now" time of the questionnaire rose from 40.7% to 66% for freshmen and from 23.2% to 65.5% for sophomores. The more frequent changes in attitudes from negative to positive for sophomores, long after the course had been completed by sophomores, again suggests that the value of the course is considered greater in retrospect than while being taken.

For section 5 students were asked to list and rank the five courses which they had taken at Stephens which had had the greatest value for them personally, raking the most valuable one, the next two, etc. These data indicate that 26.5% of freshmen ranked the course among their five most valuable. 14% of sophomores ranked the course among their five most valuable. Of course, sophomores had taken twice as many courses as freshmen. These data suggest that at least for those who included the Ideas and Living Today course among the top five in value, the course was giving them a kind of educational experience not found in their other courses.

Section six presents Discussion Leader's judgments of the value of their participation in the course. For item three--stimulation by visiting lecturers--65% rated the value as great or very great; for item one--greater acquaintance with other disciplines--46.3% rated the value as great or very great; for item two--diversifying your reading--39.4% rated the value as great or very great; for item four--relationships with other faculty--30% gave value ratings of great or very great. For the remaining items in this section the highest percentages of the value ratings fell in the same category with greater percentages of ratings falling in the lower end of the scale than in the upper end of the scale.

Data from Study of Values and Inventory of Beliefs

It will be remembered that a study was carried on employing the two instruments, The Study of Values and The Inventory of Beliefs. A random sample of freshmen and a random sample of sophomores were administered pre-tests in September of 1955, post-tests in May of 1956 and the freshman group was administered a re-test in the fall of 1956 after they had had one year of college experience and a following summer.

The two sample groups were initially comparable on the basis of two standard instruments, which were administered to all entering students: The American Council on Education Psychological Examination (prepared by Educational Testing Service from materials developed by L. L. Thurstone

Closed circuit television is used for Ideas and Living Today programs using visiting consultants. Here Dr. Eugene Shepard, Director of Counseling, interviews Dr. Larry Frank, visiting consultant.

and Thelma Gwinn Thurstone. Copyright 1948 by Educational Testing Service, Cooperative Division, New York); the Cooperative English Test, Test C 2: Reading Comprehension (American Council on Education, Cooperative English Test, Test C 2: Reading Comprehension, Higher Level, Form T. Cooperative Test Service, New York, 1943). The table of means and standard deviations for the population and the sample groups tested appears below in Table I.

Table I

Means and standard deviations for the population and sample groups tested on the ACE Psychological Examination and the C2: Reading Test

Group Tested	N	ACE Mean	S.D.	C2: Reading Mean	S.D.
1955-56 Freshmen	841	96.4	23.05	160.1	23.43
1955-56 Sophomores	576	94.0	21.68	157.7	21.99
1955-56 Freshmen Sample	282	96.9	23.08	160.2	24.92
Total	841	96.4	23.05	160.1	23.43
1955-56 Soph. Sample	276	95.2	20.97	159.1	21.60
Total	576	94.0	21.68	157.7	21.99

Tests of the significance of differences of means and variances of the ACE and the C:2 Reading Comprehension for the sample groups and their parent populations revealed no significant differences, at the .05 level of confidence, between the samples and the groups from which they were drawn. Thus, one can conclude that the samples are representative.

In order to make a comparison of the freshman and sophomore groups at the beginning of the course and at the beginning of the study, in terms of the principal variables studies, the data from the September, 1955 administration of the *Study of Values* and the *Inventory of Beliefs*, were used. The hypothesis: "There is no difference in value preferences and beliefs between freshmen students of 1955 and sophomore students of 1955", was tested by the analysis of variance. Table number 2 below presents the pre-test means and standard deviations for the *Study of Values* and *The Inventory of Beliefs* for the freshman and sophomore samples.

Table 2

Pre-test means and standard deviations on *Study of Values* and *Inventory of Beliefs* for Freshman and Sophomore samples

		Freshmen (N = 282)		Sophomores (N = 274)	
Test	Variable	Mean	SD	Mean	SD
Study of Values	theoretical	35.0	6.58	35.0	7.28
	economic	38.6	6.14	39.4	7.86
	aesthetic	40.5	7.68	39.9	8.27
	social	39.0	6.61	38.6	7.84
	political	38.8	6.32	39.0	7.12
	religious	48.0	6.99	46.3	8.40
Inventory of Beliefs	beliefs	33.3	6.33	35.1	8.15

The analysis of variance revealed that in the *Study of Values* the means for the freshman and sophomore groups differed on the religious variable only and at the .05 level. The difference was in the expected direction, that of a higher mean for freshmen.

The standard deviations for the *Study of Values* differ on the economic, social, and religious variables at the .01 level and on the political variable at the .05 level. In each instance the standard deviation is greater for the sophomore group, which is in the expected direction.

The above test suggests that, at the beginning of the course period the freshmen and sophomore groups had comparable values.

For the Inventory of Beliefs analysis of the significance of the difference between the means of the freshman and sophomore groups revealed that the means and the standard deviations differ for the two groups at the .01 level. Here again the difference is in the expected direction with the sophomore group showing a greater liberality of belief (non-authoritarian).

Table No. 3 below presents the pre- and post-test means for freshman and sophomore samples of the Study of Values and Inventory of Beliefs.

Table 3

Pre- and post-test means for freshman and sophomore samples on Study of Values and Inventory of Beliefs

		Freshmen (N = 229)		Sophomores (N = 223)	
Test	Variable	Pre-test	Post-test	Pre-test	Post-test
Study of Values	theoretical	34.96	36.52	34.99	36.47
	economic	38.50	38.21	39.14	39.16
	aesthetic	40.05	41.69	39.66	40.84
	social	39.19	37.47	38.91	37.48
	political	38.91	39.87	39.39	39.64
	religious	48.45	46.49	46.56	45.01
Inventory of Beliefs	Inv. of Beliefs	34.15	35.29	35.59	36.41

Table Number 4 below presents the results of an analysis of the mean change for the freshman sample on the Study of Values and Inventory of Beliefs. Table Number 5 presents the same for the sophomore sample.

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Table 4

Mean change, standard deviation, standard error of mean and t-test for the freshman sample on Study of Values and Inventory of Beliefs

Freshmen, N = 229, degrees of freedom = 228

Variable		Mean Change	S.D.	S.E. of Mean	t	P
Study	theoretical	1.56	6.37	.42	3.71	<.01
	economic	.29	5.97	.39	- .74	>.05
of	aesthetic	1.64	6.96	.46	3.57	<.01
	social	-1.72	6.25	.41	-4.20	<.01
Values	political	.96	5.37	.35	2.74	<.01
	religious	-1.96	7.55	.50	- .392	<.01
Inventory of Beliefs		1.14	6.64	.44	2.59	.01

Table 5

Mean change, standard deviation, standard error of mean and t-test for the sophomore sample on Study of Values and Inventory of Beliefs

Sophomore, N - 223, degrees of freedom = 222

Variable		Mean Change	S.D.	S.E. of Mean	t	P
Study	theoretical	1.48	5.72	.38	3.89	< .01
	economic	.02	6.17	.41	.05	> .05
of	aesthetic	1.19	6.93	.46	2.59	< .01
	social	-1.43	6.30	.42	-3.40	< .01
Values	political	.26	5.97	.40	.65	> .05
	religious	-1.55	7.20	.48	-3.23	< .01
Inventory of Beliefs		.82	6.12	.41	2.00	.05 p .01

For the freshman group the changes on the Study of Values are significant at the .01 level for the theoretical, aesthetic, social, political and religious scales. Increases were shown on the theoretical, aesthetic and political scales, whereas decreases were shown on the social and religious scales.

For the sophomore group the changes on the Study of Values are significant at the .01 level for the theoretical, aesthetic, social and religious scales. Increases were shown for the theoretical and aesthetic scales, whereas decreases were indicated for the social and religious scales.

On the Inventory of Beliefs the change for the freshman group is significant at the .01 level. For the sophomore group the change on the Inventory of Beliefs is significant between the .05 and .01 levels.

The previous analyses have shown that significant changes did occur for both the freshman and sophomore samples on the Study of Values and on the Inventory of Beliefs between the time of pre-testing and the time of post-testing. To compare the freshman and sophomore groups on these two instruments at the same point of their college experience, that is, after a college year and a subsequent summer, a comparison was made of the re-test for the freshman group in the fall of 1956 with the pre-test for the sophomore group from the fall of 1955. That is, each group was tested at a point which represented the beginning of their sophomore year. The freshman group being re-tested had had the course, Ideas and Living Today, whereas the sophomore group of the previous fall had not had the course. Table No. 6 below presents the means, standard deviations, F test and probability for the freshman test (fall, 1956) and the sophomore pre-test (fall, 1955). The analysis reveals that there were no significant differences between the means of the freshman and the sophomore groups on any of the variables of the Study of Values or on the Inventory of Beliefs.

Table 6

Means, standard deviations and F test for freshman re-test (Fall, 1956) and sophomore pre-test (Fall, 1955) on Study of Values and Inventory of Beliefs

		Freshmen, Fall 1956 N = 162		Sophomore, Fall 1955 N = 274			
Test	Variable	mean	SD	mean	SD	F	P
Study of Values	a theoretical	36.2	6.82	35.0	7.28	3.21	>.05
	b economic	38.1	7.11	39.4	7.86	3.32	>.05
	c aesthetic	41.0	8.39	39.9	8.27	1.78	>.05
	d social	37.9	7.05	38.6	7.84	1.05	>.05
	e political	39.5	6.16	39.0	7.12	.63	>.05
	f religious	47.1	7.11	46.3	8.40	1.04	>.05
Inv. of Beliefs	g beliefs	35.6	7.22	35.1	8.15	.52	>.05

To summarize and interpret the data from the Study of Values and Inventory of Beliefs throws little light on any particular contribution that the course experience from Ideas and Living Today may have had on the changes that did occur.

The freshman and sophomore samples appear to have been representative of the populations from which they were drawn. Analysis revealed that they were initially comparable in the fall of 1955 on the two measures used. Both groups showed significant change between the pre-test and post-test. When the freshman group was compared with the sophomore group after a college year and a subsequent summer, analysis revealed no significant differences between the two groups on any of the variables of the Study of Values or on the Inventory of Beliefs. This suggests that the course, Ideas and Living Today, had no appreciable effect upon variables represented by these two instruments. Since both groups showed similar patterns of change, one inference might be that the changes were due more to the total college influence and situation than to the particular course experience. Even though some of the changes were greater in degree for the freshman group one cannot identify the cause. The changes, again, may be due to the general situation. Since the changes indicated were in the usually desired direction, one can only infer that, at least, the total college experience is making an important contribution to shifts in values and beliefs.

Faculty Approves Course Adoption

After thorough discussion of the data presented, the Stephens Faculty voted by a margin of better than four to one to continue the Ideas and Living Today course as a regular part of the curriculum following the expiration of the two-year experimental period. At the same time it also approved the creation of a special committee with responsibilities for the general supervision and planning of the course. Thus ended a two-year period of innovation and experimentation with a new course presenting a varied content, employing visiting instructors and a large number of the regular faculty of the College and utilizing new techniques, equipment and devices in television programming. From here on, the task became primarily one of developing the course within the resources of the College and of improving the television techniques and facilities. A continuing experimental attitude permitted much freedom both to teachers and producers.

A scene from a dramatic production is used to illustrate Theatre of the Absurd on an Ideas and Living Today program. Mr. Dale Miller of the Playhouse staff appears with a student performer.

CHAPTER III

THE NEW COURSE BECOMES INDIGENOUS

Although the next eight years in the development of the Ideas and Living Today course were characterized by almost constant experimentation with format, content and methodology, only a brief report of some of the highlights of those developments will be reported in this chapter. The developments fall into roughly three categories: a transition period, a period of diversity of lectures and of many lecturers, and a period of team planning and teaching of concept centered content.

A Transition Year, 1957-1958

The Committee for Ideas and Living Today was charged with the responsibility for planning content, securing personnel and assisting the coordinator in the administration of the course. Taking its cue from the first four semesters of the course in which visiting lecturers had been the television teachers, the Committee looked to the Stephens faculty for other outstanding teachers. Since the overall objectives of the course were aimed at acquainting the student with a wide variety of areas of study and with the inter-relelatedness of knowledge, the Committee chose for the third year subject matter that would fit under the two topics: The Nature of Human Expression, for the first semester and The Nature of Human Environment, for the second semester.

For the first semester 1957-58, Dr. Hardin Craig, who had recently joined the Stephens faculty, was selected to deliver a series of three lectures on the role of ideas in education. Dr. Louise Dudley followed with a series of lectures on the arts. Dr. Edwin S. Miller then gave a series of lectures on language and literature. His series was followed by one presented by Dr. Adele Leonhardy in which she presented numbers as an aspect of human expression.

During the second semester of the same year, The Nature of Human Environment was treated first, from the sociological point of view in a series of lectures by Dr. Helen Elwell and followed by a series of lectures from the psychological point of view by Dr. Carl Rexroad. The last series of the second semester was one on the scientific point of view and was presented by Dr. Alexander Callandra, who was a visiting professor from Washington University, St. Louis.

Although none of the Stephens faculty had had previous experience in teaching by television, they all rose to the challenge and sought to learn as they taught. Colleagues responded with admiration and cooperation.

Space permits no more than very brief descriptions of the nature of each lecturer's contributions. However, they illustrate the attempt being made by the Committee in its planning, by the lecturers in their presentations and by the Discussion Leaders in their class sessions to confront students with major ideas, information and issues important in their education.

Dr. Craig in his three lectures sought to arouse a curiosity and an anticipation in students' minds. In his first lecture he challenged them to consider the myriad factors involved when one attempts to answer the question, "What Can One Learn to Do?" He spoke to students of perception and of cognition, of thought and of energy, of self-hood and finally of the satisfaction of discovering the sense of truth through experiencing the instinct for creation. All of these things he spoke of as "Putting First

During the 2-year period 1957-59, Stephens drew upon its own faculty for master teachers producing series of lectures and presentations based upon various disciplines. Dr. Louise Dudley is shown presenting a program in the series of The Humanities. Others in this series and their topics were: Dr. Hardin Craig, Introduction to Learning; Dr. Edwin C. Miller, The Nature of Language; Dr. Adele Leonhardy, Mathematics and Human Expression; Dr. Helen Elwell and Dr. Carl Rexroad, The Nature of Human Environment; and Dr. Alex Calandra, visiting professor from Washington University, Science and Today's World.

Things First." In his second lecture, under the title of "Theories of Procedures," Dr. Craig talked with students about both strategy and tactics. Again, he threw out to them a challenge: "The great ideal is to become a great person, great in mind and in heart, competent and wise, gracious and sensible. If we rise to the attainment of such an ideal, we must remember that we have lots of time in which to work it out. Youth, we must remember, is apt to take too short a view, whereas, as William James tells us, the most intelligent creature is that which is actuated by the most distant ends. I want you to be intelligent and to know what may be in store for you, and I want you to cut your cloth in ample dimensions." In his final lecture, "Experience versus Theory," Dr. Craig said, "I am prepared now to state my major proposition, which is that the way to make progress in discursive subjects is the process of experience. I can make this clear without even alluding to behaviorism and functional psychology. The obvious truth is that action and thought are inseparable. Neither is complete without the other, and there is no way of impressing the mind so effectively as trying things out, or, if you cannot do that, discussing them. Therefore, if action is not possible or appropriate, observe and reflect on the action called for by the pattern supplied by your mind. If you have an idea for a painting, paint. If you have an idea for a sonnet, write it, and so on."

In her series of lectures, Dr. Dudley introduced students to many concepts and experiences in the field of the arts: music, literature, painting, dance and architecture. She presented examples of music, of painting, of poetry from which she could discuss the principles of the artist's selection, distortion or abstraction. She repeatedly used a variety of kinds of art to illustrate her points. She discussed form in art, levels of meaning, truth in art and finally good art and great art. Her series of lectures were remarkably rich in their illustrative materials; the selections of music were, of course, played over the audio system. Paintings were telecast and copies of some were placed in the hands of students. Her handout materials contained many selections of poetry and literature for study and illustration. Dr. Dudley concluded her series of lectures with a presentation under the title, "A Chance at the Best" in which she encouraged students to develop an interest, a competence and the experience of enjoying the arts.

Dr. Miller in his series on "The Nature of Language" sought first to acquaint students with the existence of theories of the origin of language and the nature of language. He provided students and discussion leaders with ample examples of various forms which language has taken, challenging them to translate. Some of his "texts without comment" presented the thinking of other writers on language. In his later lectures, of which there were seven, Dr. Miller discussed meaning, the relation of symbol to verbal context, reference and referent, the complexity of constantly shifting meanings, the gaps in meaning which overstatement and understatement create. In his last lecture, Dr. Miller discussed the tendency of both primitive and civilized people often to behave as if there were necessary dependence of referent on symbol as shown by their responses to names, taboo, ritual, advertising, social problems, etc. and pointed out that though illogical, such responses are nonetheless part of meaning. Throughout, Dr. Miller constantly provoked students to become more aware and more understanding of their own language as a vital part of human expression.

The titles of Dr. Leonhardy's lectures on "Mathematics and Human Expression" reveal the richness of her series in acquainting students, and not a few Discussion Leaders also, with current concepts in contemporary mathematics as an aspect of human expression. Her series of lectures included 1) The Origin of Numbers and Numerals; 2) Number Systems; 3) Using Number Systems with Other Bases; 4) Mathematics as a Language; 5) The Role of Thought in Mathematics; and 6) The Role of Mathematics in Thought. Dr. Leonhardy provided both students and Discussion Leaders with exceptionally understandable and useful explanatory and exercise materials.

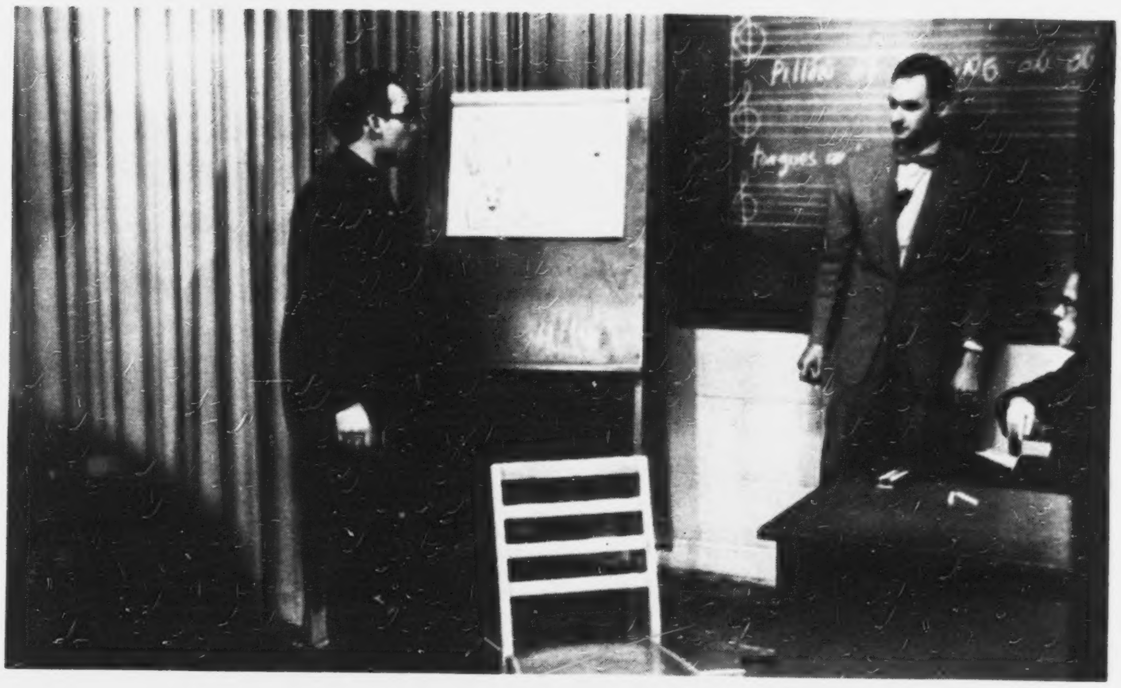
Dr. Elwell, speaking on "The Nature of Human Environment" from the point of view of anthropology gave the following summary of the topics which were treated in the first nine talks of the second semester: 1) Prehistoric Painting--Not as a Means of Human Expression, but as a Means of Human Communication; 2) Forms of Technology--How Man Supported Himself; 3) Climate and Its Effect on Man; 4) Importance of Water; 5) Preponderance of Desert; 6) Minerals in Modern Affairs; 7) Necessity of Conservation; 8) Population--The Most Important Natural Resource; and 9) Human Resources--Creative Ingenuity, Discovery, and Chance. Dr. Elwell drew her illustrative material, consisting mostly of "texts without comment" from a variety of sources--books upon anthropology, poetry, novels, and books on science and philosophy.

Dr. Rexroad, in discussing "The Nature of Human Environment" from the psychological point of view included lectures with the following titles: 1) Nature of Psychological Environment; 2) Parents as Environment; 3) Playmates as Environment; 4) Shift from Childhood Playmates to Adult Associates; 5) Psycho-therapy: the Reduction of Undesirable Effects from Past Environment; 6) Sophiatherapy, Gaining Wisdom in Choosing; 7) Sophiatherapy, Gaining Wisdom in Handling Conflicts; 8) Sophiatherapy, Wisdom about Right and Wrong. Throughout his series, Dr. Rexroad provided students with many problems to which they were requested to react personally. Much of his material called for analysis of situations comparable to those which he discussed in his lectures. His final examination was a self-graded one, one in which he asked students to identify, before his final talk, what they thought the lecturer considered most important, most often illustrated and emphasized. Following his reiteration in his last talk of points he did consider most important, he asked students to grade what they had identified and their own reactions to it.

In the final series of lectures of the semester, Dr. Alexander Callandra on "The Nature of Human Environment" from the scientific point of view, included the following lecture titles: 1) Introduction and Symbols; 2) Meaning and Usefulness of Definitions; 3), 4) and 5) What is Science; 6) Theories of Vision; 7) What is a Force; 8) World and Its Atoms. Dr. Callandra provided students and Discussion Leaders with a great deal of supplementary material which contained explanations, problems, "texts without comment" and summaries of lectures. One of the most interesting devices which he employed in instruction was that of presenting his material over television in segments. He might speak for five or ten minutes in presenting a concept, then announce that he would be withdrawing for a period of five minutes or more while the groups considered a problem which he posed to them.

A Faculty Acquires Television Experience

By serving as Discussion Leaders during the first three years of the experimental course, Ideas and Living Today, approximately one-half of the teaching faculty of Stephens College had experience in using television as a teaching resource. They had close contact with those who were presenting the programs and they became aware of the many factors and details of presentation



An Ideas and Living Today program employs closed circuit television to illustrate the interdependence of the arts. At left, Mr. Thad Suits, artist, Mr. Jack LaZebnik, author and poet, Dr. Alfred M. Sterling, Humanities teacher and moderator.

Mr. Patacchi tries out a score, composed by Mr. Shirky.

The team rehearses: left to right, Mr. LaZebnik, Mr. Suits, Mr. Patacchi, Mr. Sterling, Mr. Shirky, and camera crew in the foreground.

and production that help or hinder good televised communication. This experience contributed to a positive faculty attitude toward exploring the potentialities of television as a medium for meeting some kinds of instructional needs. One indication of this positive attitude was the fact that each year there were more faculty members indicating their interest in serving as Discussion Leaders for the new course than were needed. This continued to be true throughout the ten-year period.

It was not surprising, then, that, when the Committee for the Ideas and Living Today course invited faculty members to present lectures, almost no one refused the invitation. In fact, during the four-year period, from 1958 to 1962, when this format for the course prevailed, people considered it to be something of an honor to be asked to present lectures in the series. During the four-year period some lectures were so popular with students and fitted so well into the major outlines of the course that lecturers were asked to repeat them. (This led later to an interest in videotaping certain lectures for reuse as soon as the College could afford to add videotape equipment to its facilities.)

Certain details associated with the planning and the administration of the course may be of interest. During the first year of the course faculty members who served as Discussion Leaders were paid an honorarium since the responsibility was in addition to their regularly assigned teaching responsibilities. During the second year no such honorarium was paid. However, when the faculty voted to make the course a part of the permanent curriculum, they supported the recommendation of the Committee for the course that the administration reinstate the practice of paying an honorarium to those who assumed the extra responsibility as Discussion Leaders. This practice has continued throughout the ten years. During the third year of the course when a small number of faculty each presented a series of lectures in his discipline, individual arrangements were made with each such person so that he either received an honorarium or was relieved from some portion of his regular assignment or both. Beginning with the fourth year of the course when large numbers of faculty were asked to prepare special lectures, the practice was adopted of awarding each lecturer an honorarium for each lecture or program presented. Faculty members who appeared in panels were also granted an honorarium, though smaller than that for lectures presented. Although the Committee and the Administration did not and still does not consider this practice as the best solution and would prefer making the assignment of responsibility in the course a part of faculty members' regular teaching load, it has been difficult to do so in most instances. Further, faculty themselves, each time they have been polled, have expressed preference for the present arrangement.

As stated previously, the four-year period--1958 to 1962--represents an attempt to accomplish the objectives of the course through patterning each year's program around selected concepts, disciplines, or issues. Preceding the announcement of each year's program, the Committee held many planning sessions in which they prepared the outline of lectures for the year and a tentative selection of lecturers. Following the close of each college year, the Committee held a workshop, usually a week in duration, in which the remaining details of planning for the following year were determined. Administration of the course, including the recruitment of Discussion Leaders and of the lecturers, was the responsibility of the coordinator.

A brief review of the outlines and lecture topics of each of these four years, together with some mention of the innovations attempted, may reflect

KWWC-TV gets new transistorized studio vidicon cameras with built-in view finders, an item missing on the original industrial type vidicon cameras.

KWWC-TV
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WC-TV

how the course was evolving. The outlines reflect some of the original thinking of the Committee in attempting to center the course on basic concepts which have significance in our time and which illustrate continuing concerns in our culture. They also give evidence of the selection of a diversity of subject matter from the various disciplines, in keeping with the objective that students at the beginning of their education should be introduced to the possibilities of learning with which they are unfamiliar.

For the year 1958-59, the major divisions of the lecture series are indicated below and each is followed by the titles of specific lectures or programs which were included under a given topic. No attempt will be made to expand on the titles. I: Education: Liberal and Specialized: Crisis in Education; Education in Science; Not by Liberal Arts Alone; Political Education; Ideas Living Today; Music in Today's Living; The Greek Chorus. II: Tradition and Change: Man-Woman Relations--Dating, Courtship and Marriage; Man, Master of His Family; Looking Backward to the Future; States Rights vs. Welfare State; A Line on Art; Literature as a Reflector of Ideas; Portrait of the Artist; New Interest in Old Instruments; Music--the Old and the New. III: Similarity and Diversity: Capitalism and Communism--Tweedledee? Tweedledum? Taste in the Arts; Point of View; People Generally. IV: Dogmatism and Skepticism: The Unwobbling Pivot; Romantic Illusions; Democracy, a Dangerous Experiment; The Greek Chorus. V: Expediency and Principle: Freedom and Honor; Madison Avenue and Main Street; Democratic Government--Theory and Practice; Uses of the Past. VI: Freedom and Authority: Americans Particularly; Parent-Child Relations--Learning to Live With Authority; Censorship and Freedom of the Artist; You Have No Right to Your Opinion; Composers--Obedient or Rebellious: Free Art; Mass Communication;

The Indomitable Antagonist. VII: The Right and the Acceptable: The Tyrranical Man; Music and the Arts; Earning a Living to Make a Life; You Specifically; Standards of Judgment--a Continuum.

In the above series in 1958-59 eighteen different members of the faculty presented a total of 43 lectures or programs and nine faculty panels. Additional sessions were used for examinations. At the end of the year Discussion Leaders asked that the Committee plan for more time for discussion by students. Consequently, several periods for full-hour discussion were included in the planning for the succeeding years.

In 1959-60 the Committee shifted somewhat in its overall plan and tried first to introduce students to some ideas illustrative of what it means to become an educated person. This introduction was followed by a series of lectures intended to give the student some perspective on herself as an individual in our contemporary society. Lectures were aimed at students' being aware that we live in a constantly changing world; that this changing world demands of each of us that we know what the important issues are; and that choices must be made on issues that involve both our society and ourselves as individuals. The outline and titles of the individual lectures follow.

Introduction: What is an Educated Person? East vs. West. I: The Individual, U.S.A.: Your Past--Can You Shake It, Break It, Or Remake It? Can You Change Human Nature; Collectivism American Style; The Case for Conformity; Man and Woman; Woman and Man. II: Our Changing Cultural Patterns: The Intellectual in a Mass Culture; Popular Culture; Elite Culture; The Abundant Society; Politics--Who Speaks for Me? Public Morality and Individual Conscience; Science, Culture's Godparent. III: Our Changing World--The Clash

Utilizing the new equipment, the faculty series of lectures attempts to acquaint students with world problems. At right, Mr. Klair Armstrong acquaints students with the characteristics and problems of the Near-East.

Dr. John Decker discusses problems and relations with the Far East.

Small group discussion continues as an inherent part of instruction in the televised Ideas and Living Today course.

of Political Ideologies: Spotcheck of the World; The Dream Called Communism; The Realities of Kremlin Politics; The Free World and Survival. IV: Our Changing World--the Clash of Emerging Forces: The Unknown Middle East; The Stirring Middle East; Explosive Africa; Latin America; Asia; The Atom--Millenium or Armageddon. V: Freedom and Responsibility: Freedom of Speech--the Clear and Present Danger; How Free is our Press? The Barriers to Freedom; Censorship of the Arts; The Right to Think; Let Freedom Ring. VI: Making Choices in a Free Society: Choices That Made History; Choices That Will Make History; The Individual Still Counts; The Outsiders; The Indomitable Antagonist; Choices Have Consequences. VII: Making Choices in Personal Living: The Vision of Excellence; The Need for Companionship; The Chance to be Alone; Facing 2000 A.D. VIII: Finding The Answers: The Role of Values; Religion as a Resource; Humanism as a Resource; The Creative Personality as a Resource; Service as a Resource.

In the foregoing series of lectures considerable effort was made to present several of the topics from different points of view so that the clash of opinion would become clearer. Although the efforts were not uniformly successful, those that were, were greatly welcomed by both students and Discussion Leaders. In this year's series 22 different faculty members and two visiting lecturers presented 47 lectures. Sixteen of these people had not appeared previously on the Ideas and Living Today program. Eight full-hour periods for discussion were also provided, one for each of the major divisions of the series.

In 1960-61 the number of Stephens faculty participating in the giving of lectures or programs increased to 35 different individuals. These people presented 46 different lectures or programs. Two films were also incorporated in the series since they presented certain information in science which was very difficult to convey otherwise. Full hour discussion periods were again scheduled after each major section of the series. The topics and titles included for the 1960-61 period were as follows: I: *Education*: What is an Educated Person? What is a Teacher? What is a Student? Your Past--Can You Shake it, Break it, or Remake it? II: *Realities of the World We Live In*: Russia; The U.S. and U.S.S.R.; Spot Check of the World. III: *Contemporary America*: Politics--Candidate for the Republicans; Politics--Candidate for the Democrats; Citizen's Choice (This section was presented just before the 1960 Presidential Elections); Our Abundant Society; Public Morality; Collectiveism, U.S.A.; The Organization Man; Popular Culture; Unfinished Business of Democracy. IV: *Contemporary Arts*: Censorship and the Artist; Good and Bad Art; Picture of the U.S. Through Movies and the TV; Acting as a Form of Reality; The Meaning of Jazz; The Composer of Music; A Vision of Excellence; The Tragic Vision. V: *Women in the U.S.A.*: Fashion--What Every Woman Knows; Woman Power--Expectations and Responsibilities; The Changing American Family; Society's Heritage of the Arts; Preparation for Change. VI: *Man's Knowledge*: The Method and Limitations of Science; Mathematics in the Modern World; The Atom and Atomic Radiation; Exploration in Space--its Significance; Can We Know Too Much? VII: *The World Around Us*: Africa's Geography and Peoples; Africa's Art and Literature; Africa's Political Significance; Understanding the Middle East; Understanding Red China and the Far East; Understanding Latin America; Our U.S. Foreign Policy. VIII: *The Individual, U.S.A.*: Image of Man in Contemporary Life; Personal Commitments; The Right to Think for Ourselves; The Existence of Standards; Our Bill of Rights; Choices have Consequences.

Below, Mr. Burkhart speaks on The Preservation of Freedom in a Democratic Society.

During the two-year period 1959-61, experimentation in Ideas and Living Today involved almost one-third of the faculty in presenting lectures and conducting classes. The units of the course, planned by an interdivisional faculty committee, centered upon such topics as The Nature of Learning, Challenges to the American System, Science and Man, and Man and the Arts. Above, Mr. Ellzey, Marriage and the Family, rehearses with a campus visitor from the Philippines with a student crew member. Mr. Balanoff, Head of Television and Radio, directs.

At right, a faculty panel prepares for a summarizing session, left to right: Dr. Carpenter, Dr. Decker, Mr. Madden, Mr. Leyden.

The reader will note that certain titles or modification of them have begun to reappear; he will also note that attempts were being made to focus students' thinking upon the importance of understanding both our own culture and those of other parts of the world and of becoming aware that the issues demand choices and that the choices must be made by well-informed people.

1961-62 represents the fourth year of this particular format in teaching the Ideas and Living Today course. The lectures for that year include the following titles: I: Introduction: Why College? European vs. American Education; Faculty Points of View on Learning; Faculty Appraisal of Stephens, 1961; Stephens Plans for the Future. II: Challenges to the American System: America Faces a Challenge; Underdeveloped Countries--Their Problems and Ours; The Middle East; Africa--Its Lands and People; Latin America; U.S. Economic Policies and Practices in Latin America; Russia--Its Land and People; Communism--What it is Today; U.S.S.R. vs. U.S. in Economic Development; West Berlin; Red China and the Far East; Foreign Policy; The Federal Government; Domestic Economic Issues; Public Morality; Conservatism vs. Liberalism; Challenges to the American System. III: Science and Man: Portrait of the Universe; Exploration of Space; Concept of Matter and Energy; The Thread of Life; Organic Evolution; Paleogeographic Change; The Changing Flora of the Planet Earth; The Invisible Life in our Environment; Radiation and Life; Population Explosion; Changing Human Nature; The Methods and Limitations of Science; Mathematics in the Modern World; Design in Nature. IV: Man and the Arts: Plato, Aristotle, Aquinas on the Nature of Man; The Search for Meaning; Existentialism, the Philosophy of the Age; The Nature of Standards; The Ten

Commandments; The Nature of Size; Good and Bad Art; What to Listen for in Music; How I Wrote This Poem; Byzantine Contributions to the Western World; Acting as a Form of Reality; Tragedy; Comedy; African Art; Jazz; Image of Man in Contemporary Life; Problems of Youth in Literature; The Creative Process.

In the above series 34 different faculty members presented the 47 lectures or programs. These were accompanied by five faculty or faculty-student panels, two debates and two films. Again it will be noted, titles from previous series were repeated. The chief attempt, however, in this year's series was to present lectures from the three primary disciplines: the social sciences, the sciences and the humanities. Although each faculty member was chosen for his particular familiarity with the topic about which he spoke, the general evaluation of this series was that it tended to produce highly factual and informational lectures rather than controversial, issue-centered, or concept-centered discussions. This is not to say that the lectures themselves were inferior to previous lectures. In fact, many of them were outstanding. The common complaint of the lecturers, themselves, was that they did not have enough time or that the topic required a series rather than an individual lecture.

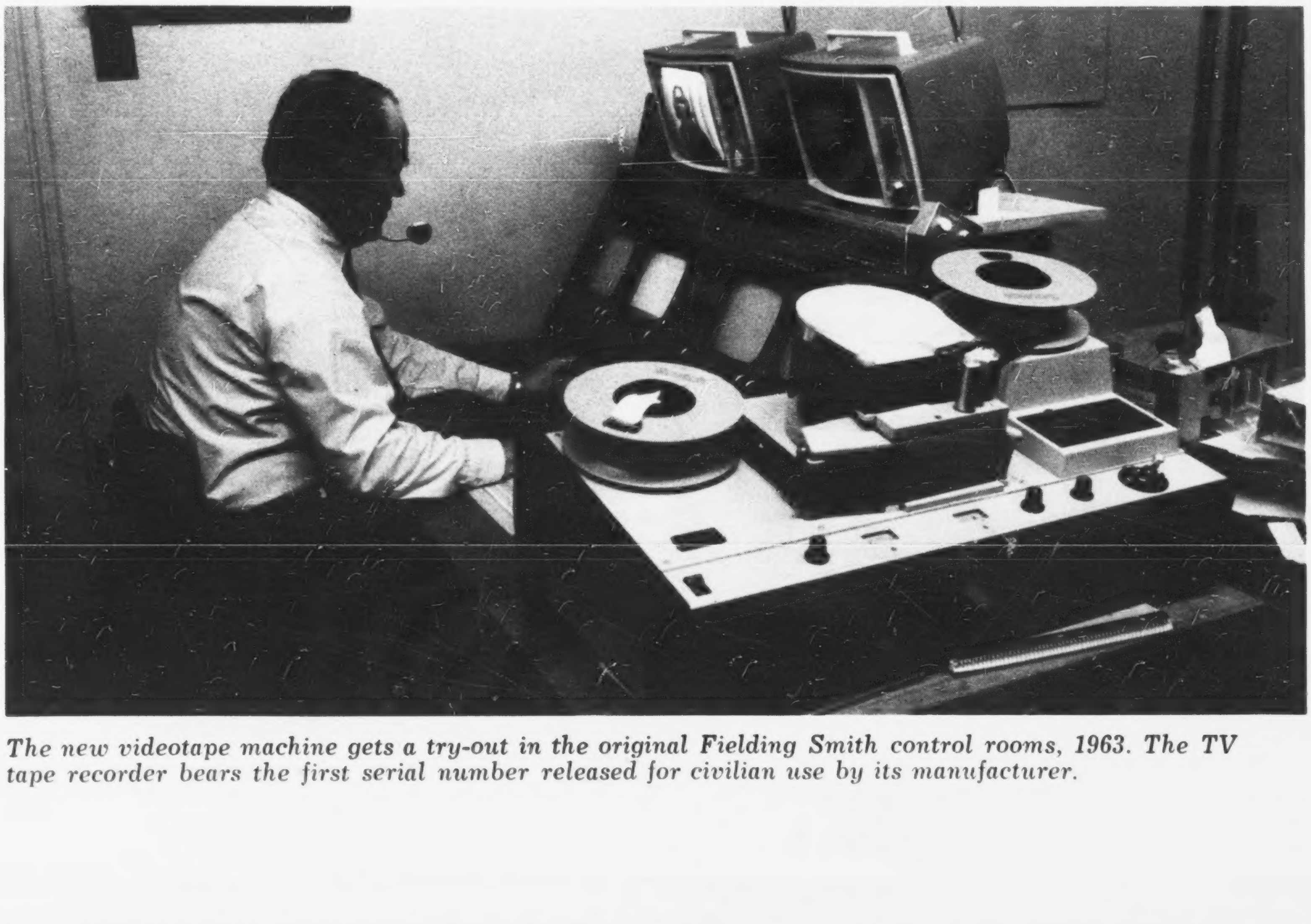
Throughout the four years just described, faculty appearing on the programs were given a great deal of freedom in their individual planning. Although most chose to present their material through lecture, there was an increasing number of programs in which individuals responsible made use of other colleagues or students or both. Sometimes the central ideas were presented through a personal interview, or a group interview, sometimes by dramatizations or other illustrations of a "live" nature, such as in music or the dance. Increasingly performers used audio-visual supports--pictures, graphics, turnover charts, illustrative objects, etc.

Naturally, these demands resulted in a necessary increase in the staff of the Instructional Services Department. Additional technicians were needed for television and radio; a graphic artist and photographer were needed, not only for the course productions but also to meet the increasing demands of instructors for such assistance in their regular classroom teaching, often stimulated by the work being done in the Ideas and Living Today course. Instruction and facilities were added for the teaching of film production. This not only contributed to the more professional quality of the television programming, but also provided more knowledgeable crews. It also stimulated an interest in and a request for the production of locally made films to support regular classroom teaching in certain areas. These will be discussed later.

Also during this same four year period, the television, radio, film department acquired new transistorized equipment and better lighting. This equipment provided much more versatility and gave added quality to the television productions. In 1963, the department was able to add an educational model of a video recorder. It is interesting to note that the event was again in keeping with the College's identification with pioneering in instruction. Stephens received the first model of the small videotape, designed for educational purposes, to be released by the Ampex Corporation outside of the Armed Services, which had received the very first models. The College had been following closely the development not only of this company's developing models, but those of other competitive companies. Here again, as was true when closed circuit television was inaugurated on the Stephens campus with the use of industrial type vidicon cameras, one of the prime concerns of the College was that the institution try to adapt equipment available within the resources of its budget to educational use. As a result, the College has had good cooperation from industrial companies whose products the institution was experimenting with to discover their educational usefulness.

Up to this point this report has covered a sever year period of experimentation with and utilization of closed-circuit television. The report has been primarily centered on the development of the course for which the closed-circuit television was installed. In the following pages Mr. Neal Balanoff, Head, Department of Television, Radio and Film and Director of Instructional Services presents a statement coverning those seven years primarily from the point of view of the development and status of closed-circuit television at Stephens College. His report was originally prepared as a presentation of a case study for the national convention of the Department of Audio-Visual Instruction held in Kansas City, Missouri, on March 28, 1962. The reader may wish to compare the facilities described earlier in Chapter I of this report with those available in 1962. Greatly expanded facilities are now available in the new learning center in the James Madison Wood Quadrangle.

A live circuit television program is used in teaching child study classes. This one discusses infants at different ages, including the triplets shown.



The new videotape machine gets a try-out in the original Fielding Smith control rooms, 1963. The TV tape recorder bears the first serial number released for civilian use by its manufacturer.

Mr. Balanoff Reports on the Status of Closed-Circuit Television at Stephens

The Development and Status of Closed Circuit Television

At Stephens College, 1962

by

Neal Balanoff

Reasons for Entering Into Closed-Circuit Television

To enable experimentation with the medium as a device for improving instruction. The faculty and administration of the college have long been committed to a policy of educational experimentation related to the improvement of instruction. Long-range planning, careful evaluation and adherence to high quality standards have enabled the audio-visual program to develop.

To provide for all entering students a course structured to present basic ideas and concepts. Stephens offers a great variety of courses and activities which allows the student, under close guidance, to select that program of study which will provide for her the best possible educational opportunity. This flexibility, made possible by a free elective system, gave rise to the Stephens telecourse Ideas and Living Today. The telecourse was introduced on the campus in September 1955 and is now completing seven successful years. Further details are provided later in this report.

To enable students interested in the field of broadcasting to pursue a course of study that would enable them to attain proficiency in the field as performers or production personnel. Stephens has long believed that to provide a foundation for effective living for its students courses should be provided not only in communication, philosophy, humanities, science, and social studies but in courses dealing in home, family and community. We stress the necessity for students to explore their interests to obtain a well-rounded cultural and social understanding. Students are provided with an opportunity to obtain basic professional competence in certain areas especially suited to women; closed-circuit programming provides our students with laboratory training in the broadcast and film areas.

To provide our faculty with an in-service training program. Because television is a visual medium those instructors who have participated in closed-circuit television have improved their classroom instruction techniques as a by-product. In addition, instructors witness techniques used by those who appear on television and obrain new ideas and methods related to teaching. On the Stephens campus eighty five of two hundred twenty three administrative, teaching and service personnel have participated in our closed-circuit programs. This does not include instructors who are no longer assocated with the College. Nor does it include those instructors from off-campus who have participated in our closed-circuit activities.

Building and Equipment--Types and Costs[1]

Total capital investment at this date (March, 1962) for equipment is approximately $75,000.

Present facilities are located in the terrace level of one of the residence halls. Radio studios were constructed in this area in 1946. Modifications were made in 1955 for installation of one television studio, 17' x 20'. In addition, facilities include two radio studios with adjacent control rooms, tape recording room, traffic room, record library, and conference room. Offices for staff are located in another building.

Further modifications were made for use in September 1959 when new video equipment was purchased. The installation necessitated utilization of storage space for a master control room. In September 1961 expansion of the motion picture program necessitated converting one of the studios into a film production facility.

Costs of modification are borne by the College building and grounds department which has a staff of carpenters, electricians and other skilled building tradesmen.

Television equipment is valued at approximately $60,000 and includes:

2 RCA Studio Vidicon Cameras, model TK-15.
These cameras are mounted on Houston Fearless cradle heads, one on a Houston-Fearless pedestal model TD-10 and the other on a Houston-Fearless pedestal model TD-7. Lens complement includes one Berthiot zoom lens, one Bausch and Lomb 1" f1.8, one Bausch and Lomb 1 3/8" f 1.5.

1 RCA Vidicon film chain.
This includes one RCA vidicon camera, model TK-21; two Bell and Howell 66mm sound projectors, model CDVM 614; one Spindler and Sauppe double drum slide projector model 330.

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[1] Compare this 1962 description and listing of facilities with the 1965 description and listing of facilities in the new learning center in the James Madison Wood Quadrangle.

Closed circuit television is used to conduct student government, broadcasting to all residence halls. Appearing on a panel are President Seymour A. Smith; Dean Martha Biehle; Mr. Leo Sprinkle, Director of Extra-Class; and students.

1 RCA Video Switcher, model TS-5A
3 RCA DC power supplies, model WP-15
1 RCA Sync Generator, model TG-21
1 RCA Sync Generator, model TG-2A
4 RCA Video Control Monitors, model TM-35
4 RCA Video monitors TEM-7AC
1 RCA Video AGC Amplifier
1 RCA Video AGC Amplifier
1 RCA TM-30A RF Transmitter
1 Monitran TM41A
1 Western Electric Audio Console, model 25BA
2 RCA Turntables, model 70-C
2 Electro-voice microphones, model 646 Lavalier
1 Altec Condenser microphone, model 150A
1 RCA microphone, model 77-D
1 Century microphone boom
assorted microphone stands
1 extension boom
miscellaneous lighting equipment including:
  23 Century 500-watt fresnel spots
  4 Century barn doors for 500-watt spots
  2 Bardwell and McAllister 2,000-watt spots model 14
  6 Century 2,000-watt scoops
  2 Century Inky-dinks
Miscellaneous patching equipment

5 RCA equipment racks
miscellaneous test equipment including:
  1 Tektronic Oscilloscope, model 524AD
  1 Tektronic square wave generator, type 105
  1 Tele instrument video sweep generator, model 1105
  1 RCA oscilloscope, model WO-88A
  1 Heath Capacitester, model CT-1
  2 RCA vacuum tube voltmeters
  1 Hickok tube tester, model 539-B
  1 Hewlett Packard VTVM, Model 400-H
  1 Hewlett Packard Audio Oscillator, model 200 C-D
1 Presto Tape Recorder, model A920
2 Ampex Tape Recorders, model 601
69 RCA television receivers, 21 inch
1 Magnavox television receiver 27"
11,000 feet of coaxial cable linking all buildings on campus including residence halls with a total of 65 outlets presently in operation. This does not include conduits to all rooms in two new dormitories housing 200 students.

As part of the film program the following film equipment, valued at about $10,000 as of March, 1962, is available for television use if needed:

2 Auricon sound-on-film 16mm motion picture cameras, model CM-71
1 Bell and Howell 16mm motion picture camera, model 70DR
2 Fairchild sound-on-film 8mm motion picture cameras
Related film editing and lighting equipment.

Staff

All professional staff members have instructional or administrative duties in addition to operation of the closed-circuit system. There is no separate closed-circuit television budget. Funds are allocated from general revenue and made available through Audio-Visual Services budget, Television, Radio and Film Department budget and an inter-divisional course budget.

Staff at present consists of the department head who directs the entire Audio-Visual Services program and the Television, Radio and Film instructional program; four faculty members who act as producer-directors for all programs in addition to instructing; one full-time engineer; one part-time engineer; one part-time production assistant; one part-time graphic artist; one part-time photographer. As part of their laboratory training students perform all studio and control room duties.

Programming--Types and Purposes

"Ideas and Living Today", a one-hour-credit teleclass, required of all entering students. Our catalogue describes the course as follows:

> "Ideas pertinent to our society are the concern in lectures and discussions in this course. Each year outstanding persons, both from the faculty and from off campus, are invited to speak. The lectures are relayed by closed-circuit television to small groups of students meeting in approximately 50 classrooms throughout the campus. The ideas presented in the lectures are discussed under the leadership of Stephens teachers. Through the lectures and the discussions, the course seeks to stimulate an awareness for the inter-relationship among fields of knowledge and to aid the students in thinking intelligently about problems of the individual and society. Two class hours a week throughout the year."

The television presentation is normally limited to approximately 20 minutes. Following the presentation, which may be in the nature of a lecture, dramatic vignette, demonstration, etc., students in the various classrooms connected into the system discuss the ideas presented. The presentation via closed-circuit television allows the students to start discussions immediately without the distraction caused by dividing into groups and moving to other classrooms from an auditorium. Discussion can follow the presentation immediately. There is no time delay. Students have all the known advantages of TV intimacy, immediacy and visualization. The course is scheduled from 11:00 a.m. to 12:00 noon so that students can continue their discussions as they move from the teleclassroom to their dormitories and to lunch.

Student crews continue to service campus instructional television programs at laboratory practice in their professional training. Above left, setting the lights . . . Above right, operating cameras and directing . . . Below, operating controls—and enjoying it.

To this date the college has not used the closed-circuit television system for presenting any other course in entirety. We have, rather, limited our exploration to the use of the medium as a supplement or enrichment for those courses or portions of courses which have lent themselves to television presentation. Segments of the following courses have been taught on closed-circuit television: General Humanities, Child Study, Marriage and the Family, Communication, Masterpieces of World Literature, and Mathematics.

Courses in the Television, Radio and Film Department which utilize the closed-circuit facility include Fundamentals of Production, Performance Arts, Motion Picture Production, Broadcast Station Operation, and Television Production. In addition, students in the Theater Arts Department enroll in basic production and performance courses taught jointly by the Television, Radio and Film and Theater Arts Departments.

The closed-circuit system is used to distribute motion picture films to the campus. This project has worked most successfully with the Child Study Department which views all of its films in this manner.

At present the college is utilizing an RF distribution system that enables us to broadcast on two channels simultaneously, channels 4 and 6. Local commercial channels 13 and 8 are rebroadcast on the system using a master antenna.

Appraisal of Closed-Circuit Television Utilization

Closed-circuit television on the Stephens campus has received widespread acceptance by faculty, student, and administration. The Ideas and Living Today course has proved invaluable as a means for providing students with a common experience under a free elective system.

Students have benefited from opportunities for enrichment which would otherwise not have been available.

Teachers have been encouraged to re-examine teaching methods for more effective presentation.

Members of the faculty have become more aware of the interests and capabilities of colleagues who participate as lecturers on closed-circuit television.

Students are exposed to a greater number of our faculty members through the Ideas and Living Today course.

We feel that the closed-circuit system has helped us to improve the quality of our instruction.

In contrast to the television facilities used from 1955 to 1962 are those now available in the new James Madison Wood Quadrangle. The new facilities, which incorporate many kinds of instructional services, were designed to meet educational needs as they might develop over the next fifty years. They incorporate far more than just closed-circuit television and yet television constitutes a major part of the system.

A full description of the James Madison Wood Quadrangle has been issued by Stephens College in a publication under that title.

The following very brief description of certain aspects of the quadrangle's facilities will serve for comparison with the 1955 and 1962 descriptions above.

> Heart of the Learning Center is a dissemination system designed to provide for maximum transfer of information to or from the various spaces and the central information storage in Building A. A two-inch conduit system containing two coaxial cables ties together all learning spaces from individual seats to large areas and includes exhibition corridors, lobbies, exhibit areas, classrooms and residence halls. The new system will connect with the existing closed-circuit system. The coaxial cables and shielded audio pairs will enable simultaneous transmission of a minimum of seven video channels, 25 FM stereo or 50 FM standard audio channels, and numerous additional telephone circuits if needed. Information, both recorded and pictorial, can be sent from central storage to each of the points in the system, and from these points back to central storage. Areas can also be isolated for special interconnections. The two-inch conduit is supplemented by other smaller conduit systems connected to the main system. Conduits in the Learning Center can be likened to arteries and veins in the human body. If central storage is considered the heart, then the two-inch conduit becomes the arteries and veins pumping information to and from it. Smaller conduits are capillaries performing such functions as remote control of lighting, projection, sound, and recording. In this system the individual instructor or the student is the brain that commands the electronic devices, that places program information into the system, that decides when, what, and how a function shall be performed.
>
> In some areas operable walls are provided to vary space size with minimum effort.

Mr. Madden presents a lecture on Censorship and The Arts—an extremely popular and useful presentation that was repeated in Ideas and Living Today course several times and has recently been recorded on ***videotape****.*

MEMOIRS OF HECATE COUNTY
the naked and the dead
NORMAN MAILER
from here to eternity
JAMES JONES
GOD'S LITTLE ACRE
TOBACCO ROAD
AN AMERICAN TRAGEDY
D. H. LAWRENCE
LADY CHATTERLY'S LOVER
STRANGE FRUIT

Instructional walls in offices and classrooms are standard walls with recessed channels at four-foot intervals, which enable simple and quick installation of a variety of audiovisual devices such as chalkboards, tack boards, hook and loop boards, magnetic boards, or furnishings such as bookcases, room dividers, or display cabinets.

Although programming can be originated from any point on the coaxial system, most of the information will be disseminated from the television and radio studios. For the past eight years the College has experimented with instructional uses of closed-circuit television. Industrial cameras, then studio vidicon cameras, were used. Up to now, one small studio has provided live programming and film distribution on two channels to 70 locations in classrooms and dormitories. The new Learning Center will contain two television studios (one 40'x50' and one 30'x40'), with control rooms, large master control area, and storage spaces. Master control has been planned for eventual accommodation of color, six film chains, two tape or film recorders, and microwave or 2,000 megacycle relay. A second area for maintenance can also serve as an extension of master control. Two radio studios will provide audio dissemination; open circuit FM radio transmission as well as stereophonic recording and reproduction are also in the plans. All audio and video facilities can transmit or receive from individual study spaces. In addition to FM lines, telephone lines are provided in the event that a system utilizing dial telephone equipment for retrieval of information is required. A film production studio, film editing area, and still photography studio are located on Level 1. Located on Level 2 are faculty and staff offices for the Audiovisual Center and the Television, Radio and Film Department. A graphic arts studio and a faculty materials preparation center are incorporated into the complex.

The Resources Library will house books, magazines, and filmed and taped materials for student-faculty use. The lower level of the library contains six listening-viewing rooms for reproduction of stereophonic sound and materials transmitted on the coaxial system, as well as motion picture, slide, and TV viewing areas. The entire floor is a network of ducts to enable installation of equipment as needs expand. Individual study spaces and listening and viewing spaces equipped with headphones and various types of audio-visual equipment will be located on this floor. The upper three levels of the resources library will contain books, study spaces, and office-seminar areas for the Literature Department. Each of these levels has been planned to accommodate expanded use of audio and visual materials in the future.

While the majority of the spaces in the Learning Center have been planned for specific uses, several areas are multi-purpose in nature. Although any of the assigned areas may be reshaped or redesigned in the future, unassigned spaces were provided between the Resources Library and the Humanities lobby-display area. Located in this area, with a common projection room between them; are an experimental classroom, a multi-purpose room with operable wall, and a cinema-lab. The classroom will be available for experimentation with new audiovisual devices which, as they are developed and proved, will be incorporated in other classroom areas on the campus.

The multi-purpose room, with seating for 65 students on either side of the operable wall, is also designed as a theater-in-the-round. Planned for this room are tables which have two sets of legs. When used as student desks, they will be on legs of standard height. With a second set of shorter legs and with mats to protect their tops, they can be placed around the periphery of the room to serve as platforms for audience seating. Lighting has been designed to give standard illumination for classroom purposes and spotlighting for dramatic performances. A small ticket booth and dressing room adjoin the multi-purpose room. When this area is used as a theater, the experimental classroom will serve as a "green room."

The cinema lab, with seating capacity of 135, will be used for group showing of films and other audiovisual materials as well as for lectures. Conduit runs for future installation of response devices are carried to each row of seats in the cinema-lab and assembly hall. Instructor consoles in each of the classrooms in the Humanities and Communication areas, in the cinema-lab, and in the assembly hall will have mechanisms for remote operation of film, slide, and filmstrip projectors, TV receivers, and record and tape playback systems. These consoles will also control lighting.[1]

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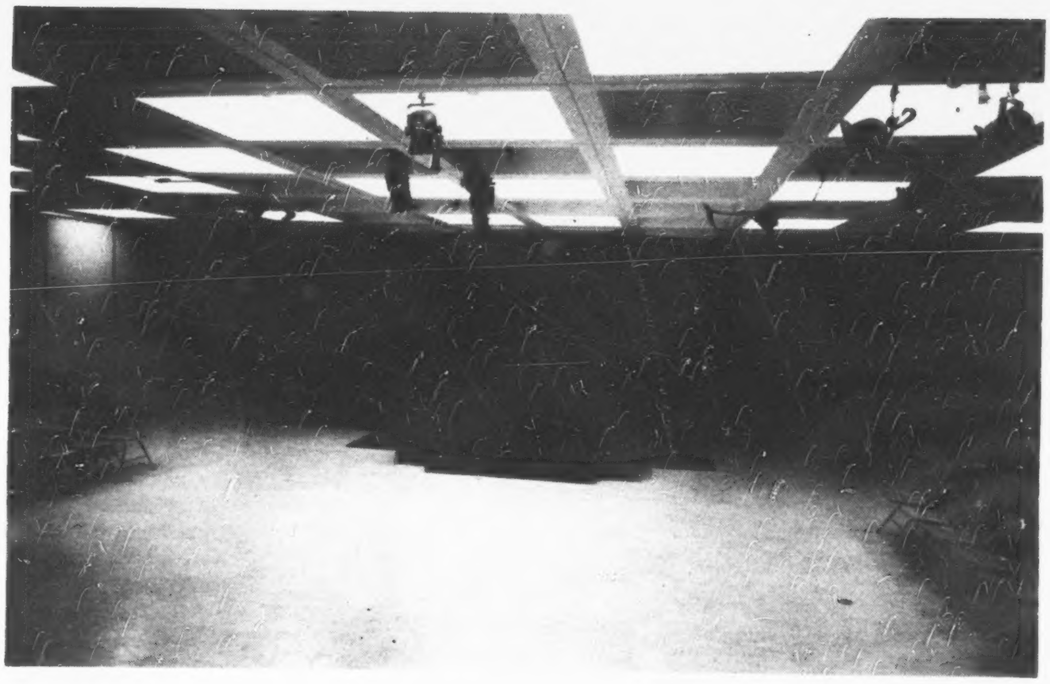
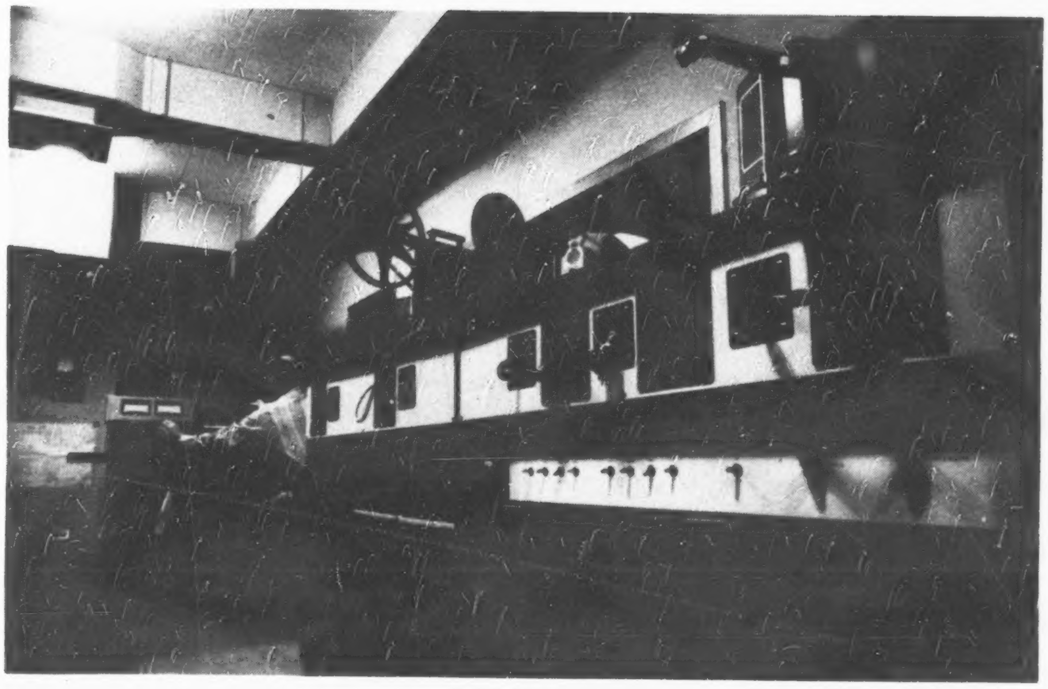
[1] Excerpted from "James M. Wood Learning Center" by Neal Balanoff, Audiovisual Instruction, April, 1963. pp. 226-229.

Related electronic facilities are located in the James Madison Wood Quadrangle . . . At left is one of three radio control rooms containing transistorized stero equipment for FM broadcast origination. Mr. Balanoff at the tape deck.



Arena Classroom, used for experimental theatre, lecture and multi-purpose, is one of many places in the James Madison Wood Quadrangle where television can be originated or be received.

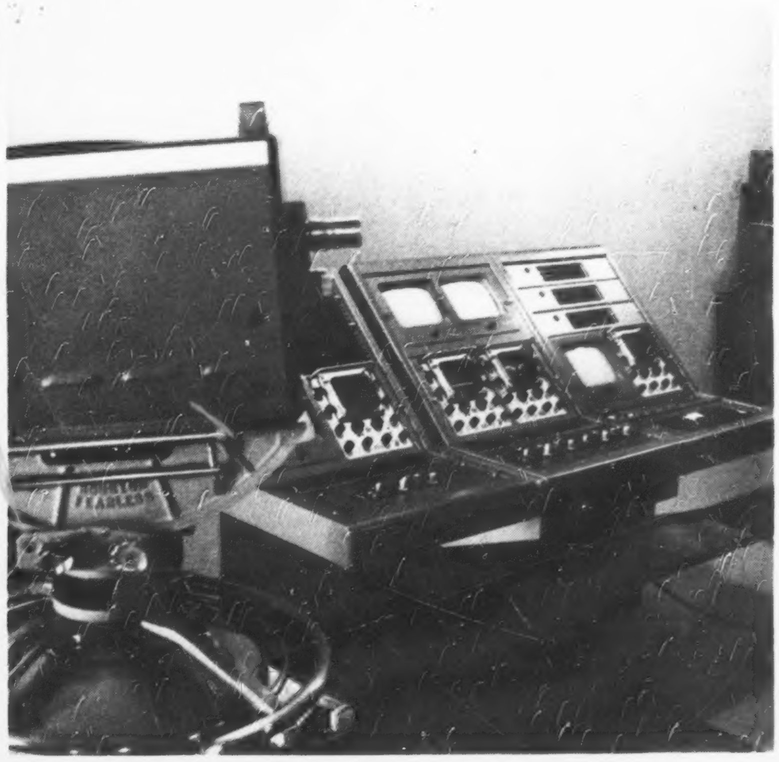


Control room for the Arena Classroom and adjoining Charters Lecture Theatre. (KWWC-TV is named in honor of W. W. Charters, a pioneering educator associated with Stephens College throughout his career.)

New studios await new TV equipment in the James Madison Wood Quadrangle, completed in 1963-64.

Rehearsal room is above the control room.

Behind the scenes in the master control room during the early stages of installation.



One of the transistorized cameras and monitoring panel.

Innovation of Televised Team Teaching

The experience of the first seven years of teaching Ideas and Living Today by closed-circuit television had led the Committee and the teaching faculty to certain conclusions about the course. It was genuinely an inter-divisional course legitimately drawing upon the resources of many disciplines. Certain issues and topics lent themselves well to a unit approach. Developing and presenting a unit was strengthened by using freely people from various disciplines. The cross-disciplinary approach added a dimension to a student's consideration of the problems discussed not duplicated in the individual courses within disciplines. Freshmen students were in need of acquiring perspective both upon themselves as individuals, as members of our larger society and as individuals responsible for both personal and group decisions on important issues that are recurrent in Western civilization. The Committee also concluded that the course should be supplemented by selected readings which discuss the issues from points of view held by leading current thinkers. Finally, the Committee concluded that the course would be greatly strengthened by having a small group of faculty responsible both for the planning of each year's course and for the presentation of it with the assistance of selected colleagues. These conclusions were significant in bringing about a change in both the content and format of the course.

The Committee recommended and the administration approved the appointment of a teaching team to be responsible for the more orderly development of the content of the course and for its teaching by television. The Committee directed that the team develop the Ideas and Living Today course in such a way that the two semesters would form complete units but be closely related. Experience had shown that there were two primary categories in which the most successful units had fallen: The first included ideas which pertained to helping the student acquire a perspective about himself and about his relation to the people with whom he came into rather close contact; the second pertained to a less personal relationship and to a greater awareness of the problems and issues facing the larger society, but in which the individual in a democratic society is inevitably involved and shares a degree of responsibility for the resolution of issues.

Since the College was already involved in the construction of its new learning center with greatly expanded facilities in television and instructional media, the Committee was also looking forward to the time when the facilities would include videotape equipment. The Committee assumed that, if the Ideas and Living Today course could be given a more permanent structure of content and organization, it would be feasible and desirable to record selected programs for reuse. It was not expected, however, that most such programs could be used more than three or four years, if the course were to reflect the most current thinking on the topics and issues selected.

It was the intention of the Committee that the teaching team from year to year would acquire some new members and yet retain continuity through continued assignment of some members of the team. The 1962-63 team consisted of Mr. Charles Madden, Dr. Marjorie Carpenter, Mr. James Burkhart, Dr. T. William Hall, Dr. Carl Rexroad, and Mr. William Wheeler and Mrs. Sara Ann Fay as producer-directors from the television staff.

The three-year period 1962 to 1965 was characterized by a steady refinement of a more tightly organized course than had been the case previously. To illustrate this period of the organization of Ideas and Living Today, only the

The teaching team concept is applied to Ideas and Living Today. Above, Dr. Carpenter interviews a member of the Playhouse staff.

Dr. Carpenter rehearses a program from the Ideas and Living Today course preparatory to appearing on the national program on ABC, "Meet the Professor".

A harpist illustrates a contribution of the arts.

major headings will be given for the first two years of team teaching and a complete outline for the third year (1964-65) when new experimental techniques were also tried.

The major units for 1962-63 included the following: Unit I: The College Student and the World in Upheaval; Unit II: One Must Make Choices; Unit III: Modern Man: His Family; Unit IV: Modern Man: His Community; Unit V: Modern Man: His Responses to Society; Unit VI: Modern Man: His Personal Dilemmas; Unit VII: Modern Man: His Future.

In 1963-64 the teaching team remained the same. Their outline of major units consisted of the following: Unit I: Revolt and Independence; Unit II: Changing Concepts in Interpersonal Relations; Unit III: The Changing Concept of Community; Unit IV: Upheaval and Renewal in Economics; Unit V: Upheaval and Renewal in Politics; Unit VI: Upheaval and Renewal in the Arts; Unit VII: Upheaval and Renewal in the Search for Meaning; Unit VIII: Upheaval and Renewal in Personal Commitment. The first three units constituted the work of the first semester and the remaining units, that of the second semester.

As previously suggested, one of the main tasks of the teaching team was the development of a supplementary book of readings to accompany the various units. Each year the teaching team was assigned a summer workshop in which they worked intensively both on the outlining of the course, and on the selection of readings, which changed somewhat from year to year. These were prepared in mimeographed form for use of students and were issued to them at the beginning of each semester. Careful assignment sheets were developed which not only gave the programs planned for each class session, but also contained questions suggested for the discussion following the televised presentation and directions for supplementary study and projects.

In 1964-65 the teaching team acquired two new members in accordance with a plan to rotate members. Mr. Thad Suits and Dr. Gene Schmidtlein replaced Dr. Rexroad and Dr. Hall, both of whom were available as consultants. The 1964-65 teaching team attempted to incorporate in the format of the Ideas and Living Today course a teaching device, the amplified telephone technique for teaching, with which the College had experimented very successfully in another context. (That experiment is reported in Stephens College Educational Report: I.) Since the amplified telephone technique had made it possible for students to hear and carry on conversations with some of the most renowned national and world leaders, the team thought that the technique might be worth adapting to this course so that the more than 1,000 students might have the benefit of such direct contact with great minds. Consequently, the following outline of the 1964-65 series of units and individual lectures (which are given to indicate the most recent pattern of the course) shows the incorporation of such presentations by amplified telephone. The complete outline also shows how the course provides for some periods given over entirely to discussion and others to full hour presentations. These modifications were an attempt to keep the format of the course flexible and adaptable to the various demands of the subject matter.

The teaching team for Ideas and Living Today rehearses for programs. At left, Dr. Rexroad and crew plan a visual presentation.

Mr. Madden and crew are on the air.

Dr. Sullens and Dr. Decker rehearse a controversial program on "Contemplation vs. Action" as a goal for students. Mr. Wheeler, director, works with them.

PREFACE

Ideas are the stuff of college. Without ideas--new ideas, old ideas, creative ideas, foolish ideas and sound ideas--education would not exist. But ideas aren't always easy to get or to understand. Two ideas may conflict. Ideas which seem very different may be connected or add to one another. Ideas are exciting but they are disturbing. Ideas may be false or they may be true. They may give life meaning, or they may be nonsense. But whatever else college is all about (and it is about many things) a college should stir up your ideas.

This course is divided into two semesters of slightly differing emphases. The first semester will be concerned with personal perspectives, the second with cultural perspectives. The first semester begins with a look at you--you as a college student, you as a personality facing conflicts and trying to resolve them, you as an individual seeking a direction for your life. The second semester is a broader concept and we ask that you consider your cultural environment. The first semester, hopefully, provides a base for the broader study of the second semester.

Within each semester there will be a number of sessions devoted to a single idea but the idea will be presented in various manifestations. You and your teacher will constantly want to focus on the interrelationship of ideas and on the interrelationship of ideas and events. We assume that as a college student you wish to orient yourself to current changes so that you may make independent judgments and worthwhile decisions.

This is not a course in science, or art, or religion, or literature, or history, or political science or philosophy. Yet it will deal with ideas in all of these areas of study. Every bit of reading you do and new facts you learn will be helpful in clarifying ideas for this course. The success of the course will depend in a large part on your reading, listening and thoughtful discussion of ideas in each class session. Through such participation there should develop an excitement about new ideas, skill in critical judgment of ideas, and broadened understanding of crucial intellectual issues.

The TV teaching team and your classroom teacher invite your vigorous participation. Test out your beliefs, enlarge them and criticize them.

IDEAS AND LIVING TODAY

PROGRAM FOR FIRST SEMESTER
1964-1965

PERSONAL PERSPECTIVES

UNIT I: DILEMMAS AND DISCOVERIES

1. Introduction: The Square (film)
2. Concerns of College Students
3. Protest and Action vs. Study and Contemplation
4. No Class

UNIT II: CONFLICT AND CREATIVITY

5. Conflict and Creativity
6. Short Stories: Discussion
7. Dr. Harold Taylor
8. Drama: Antigone
9. The Creative Scientist
10. The Beat Generation
11. The Creative Artist
12. The Creative Personality
13. Discussion
14. Student Views: A Panel
15. No Class

UNIT III: CONFLICT AND THE SEARCH FOR SOLUTION

16. Romance and Reality
17. The Search for Security
18. The Search for Prestige
19. The Search for Escape
20. The Search for Authority
21. Parents as Environment
22. Independence and Parental Control

UNIT IV: PERSONAL COMMITMENT

23. Personal Dogma and Religious Commitment
24. Ethical Relativism
25. The Ten Commandments
26. Sacrifice and Selfishness
27. Service
28. Evaluation
29. A Personal Challenge
30. An Overview of the First Semester and a Preview of the Second Semester--A Panel

IDEAS AND LIVING TODAY SECOND SEMESTER, 1964-1965

CULTURAL PERSPECTIVES

The second semester shares with the first the objective of stimulating students to consider and rethink their attitudes and opinions, along with education in the ability to handle a discussion where ideas are presented. Whereas the first semester approached this goal through the presentation of personal dilemmas and choices, the second semester attempts to orient students to current changes in ideas and understanding. The various units aim at giving students some perspective on our present culture, especially as it is viewed by specialists in the various disciplines.

Living ideas under go many changes. Some components remain, but others are abandoned or modified. So it is with this interdivisional course taught by means of television. Change is exciting, and yet uncomfortable. Most of us, trained in a particular discipline, feel frustrated in teaching Ideas and Living Today because it forces us beyond our frontiers. Even though past historians have presented man as mainly political or military or religious or economic or social or scientific, the real man integrates all these factors within himself to become what Aristotle calls a unity and an individual.

Consequently, to understand man's nature, the student is asked to become the biologist, the psychologist, the anthropologist, the theologian, the architect, the painter, the dramatist, the sculptor, the economist, the demographer, the political scientist, and the historian. It is hoped that the student will see the dynamics of each discipline and how the disciplines relate to one another.

INTRODUCTION

1. "New Challenges" (Live TV)
   A one-hour program in which Mr. Schmidtlein and Miss Carpenter present statements from speakers on Amplified Telephone 1964.
2. "Historical Perspective" (Live TV)
   Mr. Schmidtlein in a one-hour program discusses various ways in which historians consider (1) The Civil War, (2) The 1964 election.
3. Discussion for one hour (No TV)
4. No class. Leaders meet. (No TV)

THE NATURE OF MAN AS VIEWED TODAY

5. By biologists: "Darwin Today" (Amplified telephone)
   Dr. Muller, a Nobel prize winner, discusses new discoveries in biology.

6. By psychologists: "Freud Today" (Amplified telephone)
   Dr. Ernest Hilgard, distinguished psychologist from Leland Stanford, discusses recent emphases in psychology.

7. Discussion for one hour of both programs 5 and 6, and reading (No TV)

8. By anthropologists: "Primitive-Modern" (Film)
   Margaret Mead discusses the findings of anthropologists.

9. By religious leaders: "Challenge of Religion Today" (Amplified telephone)
   You will hear two leaders discuss this topic: The Very Reverend James Pike, Bishop, Episcopal Diocese of California, and Dr. Elton Trueblood, (Friend) Earlham College.

10. Discussion for one hour on programs 8 and 9, and on readings (No TV)

11. No Class. Leaders meet.(No TV)

12. Panel of four faculty members.(Live TV)

THE NATURE OF MAN AS SEEN BY WHAT HE BUILDS

13. "Organic Architecture" (Film)

14. No classes (Alumnae day)

15. "City Planning vs. Sprawl" (Film)
    You will hear discussed five solutions to sprawling suburbs.

16. No classes. (Advising Day)

17. Faculty panel on architecture
    Miss Grapes and Mr. Chinn (Live TV)

THE NATURE OF MAN AS REVEALED BY THE ARTIST

18. "The Painter" (Amplified Telephone)
    One-half hour talk with Mrs. Jane Dillenberger, art historian in San Francisco, followed by discussion. A contrast between art of various periods and types will be pointed out with slides.

19. "The Dramatist" (Live TV)
    A one-hour play will be presented.

20. Discussion of programs 18 and 19. (No TV)

21. "The Sculptor" (Film). A half-hour program in which Lipchitz discusses the way his sculpture reveals the nature of man. Discussion follows.

22. No class. Leaders meet. (No TV)

23. Panel of faculty and students discuss programs 18-21. Paper Due. Students discuss the arts in writing for this unit.

MODERN MAN RETHINKS HIS FUTURE IN THE LIGHT OF

24. "Economic Ideologies" (Live TV). A one-hour presentation by Mr. Schmidtlein of conflicting theories of economics.

25. "Automation" (Amplified Telephone)

26. Discussion of programs 24 and 25, and of reading. (No TV)

27. "Overpopulation and Depleted Resources" (Film)

28. "Nuclear Energy: Bad or Good?" (Film) A one-hour film on the discovery and development of atomic energy.

29. "Nuclear Energy and Power Politics" (Amplified Telephone) Dr. Max Lerner will discuss the problems in international politics, created by nuclear power.

30. Panel of faculty and students discuss (TV) programs 27, 28, and 29; then class discussion.

31. No class. Leaders meet. (No TV)

32. Faculty and student panel of evaluation (Live TV)

Although the amplified telephone programs did bring to the students several authorities on today's problems, the long periods of listening to relayed telephone communication proved to be a handicap. This had not been the case in other courses taught by the amplified telephone technique. Perhaps the expectation of the visual stimulus in the Ideas and Living Today course made the problem of contact greater. At any rate, the teaching team for the ensuing year (Mr. Madden, Mr. John Ludeman and Miss Elizabeth Barnes) decided to modify the extent of use of amplified telephone communication and included instead several films which had been successfully used previously. For comparison, the revised program, planned for the second semester, 1965-66 is presented below.

IDEAS AND LIVING TODAY SECOND SEMESTER, 1965-1966

UNIT V: CHALLENGES IN THE ARTS

New Challenges

Challenges in the Arts

The Painter: Mrs. Jane Dillenberger (amplified telephone)

No TV: Discussion

The Dramatist (Stephens filmed production)

No TV: Discussion

The Sculptor: Jacques Lipchitz (film)

The Architect: Frank Lloyd Wright (film)

Evaluation: In-class paper

No class: Discussion Leaders meet

UNIT VI: CHALLENGES IN SCIENCE AND RELIGION

The Challenge of the Anthropologist (film)

The Challenge of the Biologist

Panel: Challenges of Science

The Challenge of the Psychologist

The Challenge of the Theologian

Panel: Challenges of Religion

Evaluation: In-class paper

UNIT VII: CHALLENGES IN THE SOCIAL STRUCTURE

The City and Its Styles of Life
Suburban Living: Six Solutions (film)
Population Explosion
No TV: Discussion
Automation and Attitudes Toward Work
Automation: Amplified telephone interview with Carey McWilliams
Panel: Political Responsibility and the Citizen
Nuclear Energy and Power Politics
No TV: Discussion
Internationalism: One World
Panel: Challenges in the Social Structure
Evaluation

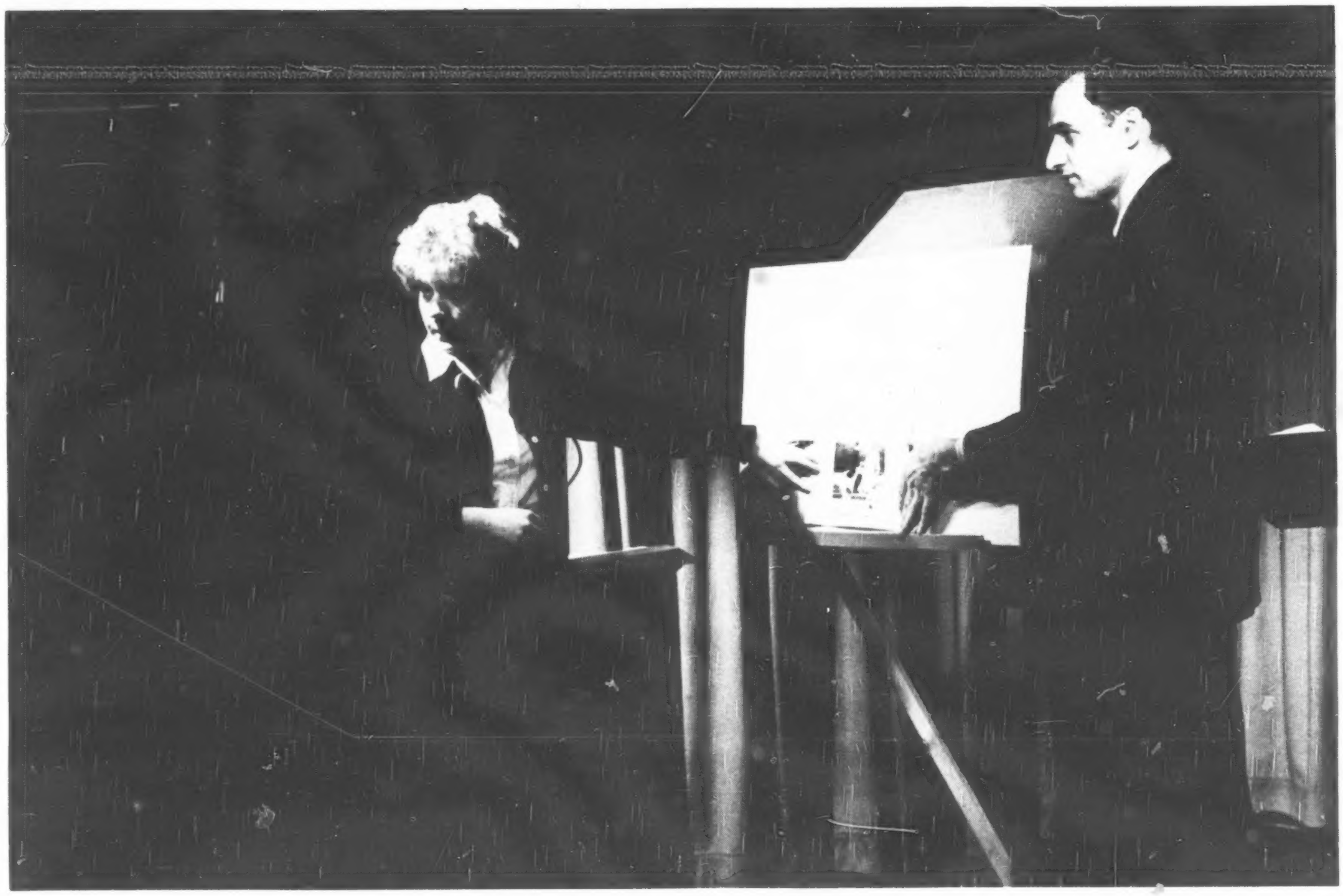
During the three years under which the course has been taught by a teaching team, effort has been made to design programs that can be reused by recording them on videotape. At the close of the 1964-65 year, approximately 60% of the programs of the first semester had been recorded and were considered reusable in the course for a succeeding two or three years. Since the second semester of the course is still undergoing development, it is anticipated that several of the programs for reuse will be taped during the 1965-66 year. A tentative ultimate goal is to have approximately 80% of the presentations videotaped and reusable for a period of three or four years. Since videotape equipment had been acquired, the scheduling of the course had been changed so that it met at both the 9 o'clock and 11 o'clock hours on Tuesdays and Thursdays. This was made possible by videotaping each presentation prior to the day of the class meeting. This prior videotaping also gave the team an opportunity to test the feasibility of the reuse of programs as has been previously suggested.

Thus, the story of the development of a fundamental course, Ideas and Living Today, arrives at its tenth year. It is significant to note that, although closed-circuit television as a medium for instruction has been a most important and significant aspect of the course, it has consistently been looked upon as a highly effective medium and not as an end in itself. The course has been considered experimental throughout its existence. Faculty involved in both the televised presentations and discussion leadership and the faculty from the television department, who were responsible for the production and direction, have all tried to keep the course, itself, and the techniques of production flexible. Over 50% of the teaching faculty have been involved in one aspect or another of the teaching and production for this interdivisional course. Utilization of the closed-circuit television medium has familiarized the faculty with a wide range of audio and visual resources for teaching and has unquestionably stimulated experimentation with newer media. The course, itself, through a genuinely inter-disciplinary approach, has introduced students early in their education to fundamental issues of concern to the liberally educated person. Other institutions have developed similar courses and employed the same medium to meet the same need.

The Future Development of Ideas and Living Today

Although the Ideas and Living Today course has achieved a maturity of course content, organization and methodology, it is desirable that it remain experimental and responsive to change. The very nature of dealing with ideas both recurrent in Western thought and significant in today's living requires such a situation.

For instance, there is an increasing interest at the College in providing students with a greater familiarity with and understanding of other cultures. It will be remembered that, even in the first year of the course, one semester was given to a discussion of how several cultures view five fundamental questions about man and existence. Recurrently throughout the ten years, the course has reflected concern for greater knowledeability about other parts of the world than our own. The Ideas and Living Today course has always been amenable to change. It may now be timely for those responsible for the further development of Ideas and Living Today, or a substitute fundamental course, to give attention to ways in which this interdivisional course may introduce students, not only to an understanding of their own personal and cultural perspectives in a Western world, as the course now does, but also to their understanding of what it means to live in a polycultural world.



Closed circuit television is adapted to basic course instruction . . . Above, Mr. LaZebnik rehearses with a student crew member for taping of his lecture series developed for English 101-102.

Mr. John Bousek, director, follows the script. A student is at the controls.

CHAPTER IV

ADAPTATION OF CLOSED-CIRCUIT TELEVISION TO INSTRUCTION

Courses and Projects Utilize Closed-Circuit Television

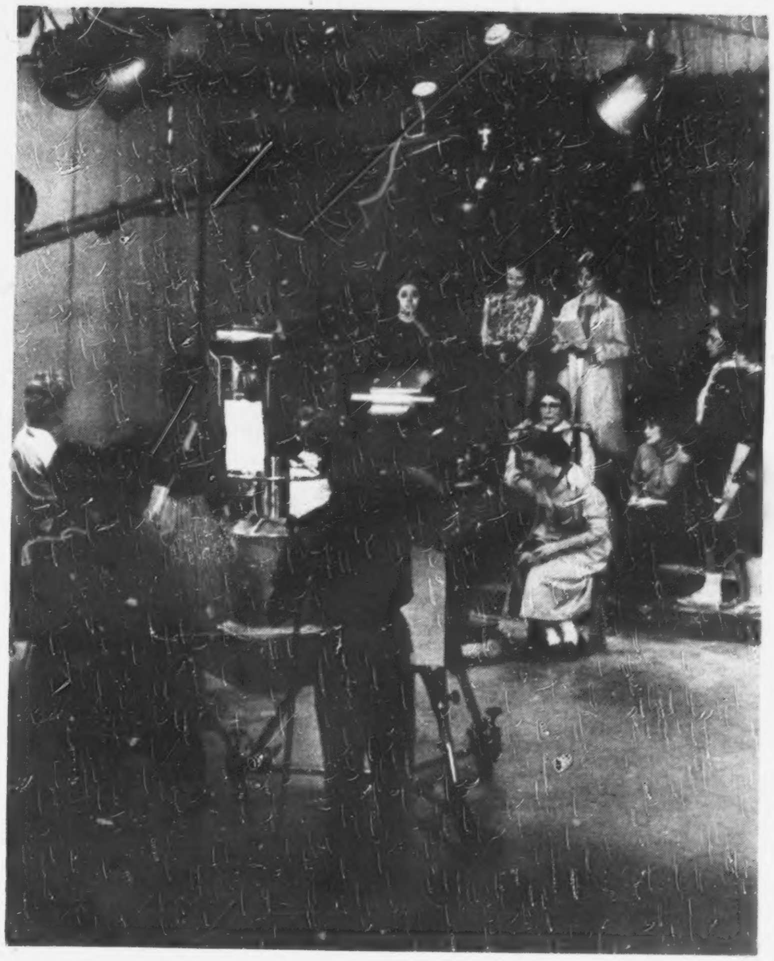
Concomitant with the use of closed-circuit television in Ideas and Living Today, faculty in several departments experimented with the media's usefulness in other courses. In contrast to the practice of other campuses in which entire courses were presented either live or through the use of videotapes, Stephens has encouraged the exploration of the usefulness of television wherever it could augment or make more effective the instruction in a given situation.

The Ideas and Living Today course, itself, is an illustration of how the College first ascertained an instructional need and then chose closed-circuit television as the medium most likely to achieve the desired results. Another good example of the College's interest in identifying educational need first and determining method next is that of the development of a series of ten lectures for English 101-102, first taught through live lectures by closed-circuit television and later recorded on videotape for reuse. In the first year of experimentation Mr. Jack LaZebnik, the teacher in the English series, proposed the following questions as criteria for determining whether the subject matter to be presented should employ the television medium: Will this subject matter lend itself to presentation by television? Will the presentation by television be likely to be more effective than if presented in a face-to-face situation? Can the student be readily involved in the learning that is intended to take place when the television medium is employed? In each instance that the resources of the

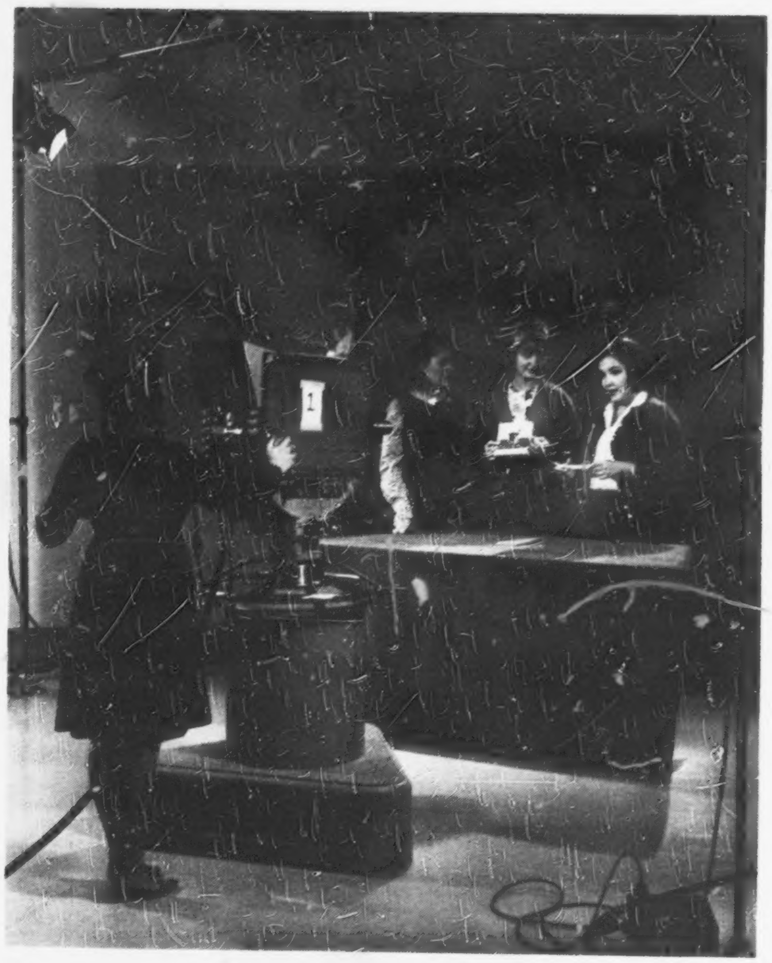
Instructional Services Department, which includes the services of the television, radio and film staff, are requested, the College seeks first an educational justification for the use of television as the instructional medium.

The lecture series for freshman English was developed over a period of four years. Mr. LaZebnik, responsible for planning and presenting the televised lectures or programs with the assistance and approval of his colleagues in the department, was given released time for the development of them and was assigned a producer-director from the television-radio-film department to assist him. His series of lecture titles include: 1) On the Nature of the English Course; 2) Language as Social Revelation; 3) The Structure of an Essay: Composition; 4) The Use of the Library; 5) Plagiarism; 6) Fact and Fiction; 7) The Shaping of Experience; 8) Characterization; 9) The Voice of the Artist; 10) Tragedy as Expression.

Quoting Mr. Madden, Head of the English Department: "These television lectures are aired over closed circuit television and are viewed by every student in the first year English course. They are presented on Saturdays at 9:00 and 11:00 a.m.--hours which are free for class meetings with every student enrolled in the course. The lectures have been beautifully prepared with strong visual support and with an excellence of idea that is typical of Mr. LaZebnik's work. The students view the lectures in classrooms across the campus. Ordinarily, these are supervised by the instructor and at the end of the lecture a standard listening test is administered to all students. The test is given to make sure that the students have understood the basic premise of the program and the importance of the related material used. This is an experiment that proved successful enough that in 1963-64 a program was begun of video-taping the programs to free us from the time element which bound us. The completed



Students, cast and crew using the new equipment, rehearse a scene for student campus show.



Preparing a program for classwork.

Instruction in film production supports crew operation in television broadcasting.

series is being used in 1965-66. The opportunity to use the taped programs gives us greater flexibility in time than was possible before."

The course in general humanities used the closed-circuit medium for supplemental programs in that course. It has been described as follows by Dr. Alfred Sterling, Head of the Humanities Department:

"The General Humanities Department, with the help of the Television and Radio Department, presented a weekly hour program over the closed circuit television to all Humanities students who were assembled in groups of twenty-five before television sets in the classrooms. The subjects of our programs included What is Art, Orpheus and Eurdyice, Michelangelo's Sistine Ceiling, The Applied Arts, Instruments of the Orchestra, Elements of the Visual Arts, Elements of Melody and Rhythm, Elements of Sound and Sense in Literature, Composing a Song, Shakespeare's Othello and Verdi's Othello, Discussing a Novel, What is Comedy, What is Jazz, What is Tragedy, Vocal Forms, Dance Forms, Mozart's Marriage of Figaro, Modern Sculpture, Directing a Play, Modern Architecture, and Modern Dance. Hand-out sheets were used to supplement each program, and students' reactions were evaluated with questionnaires and interviews by our Director of Research.

"Good points about the television programs were close-up views of live experiences not possible elsewhere and utilization of special talents from other departments in the Division. The difficulties were chiefly scheduling enough time for adequate rehearsals and coordinating classroom instruction with TV instruction. Therefore, the following year we decided to reduce our programs to one a month, instead of one a week, repeating only our best programs. It also became apparent the professional films, some in color, did a better job than most of our weaker programs."

At present, the closed-circuit television is also being used for taping and presenting lectures for the course, Contemporary American Woman. It has been desirable for the instructors of this course to call upon colleagues to give special lectures in fields that related to concerns in Contemporary American Woman. It was felt, however, that repetitive requests were an imposition, but that if the colleagues were willing, their lectures might be videotaped and thus be available. Three such lectures have already been prepared and another three are planned.

During the current year the television facilities are being used to videotape lecture presentations which incorporate the use of film clips for the teaching of psychology. The project, experimental in nature at the present time, is intended to exploit the medium as a way of heightening the effect of using the most pertinent parts of selected instructional films, of giving greater continuity to the material selected and illustrated, and of lessening the time consumption. Further, it is anticipated that as videotapes are prepared which are satisfactory for presenting certain units within the beginning psychology course, teachers will be released to devote more time to teaching in small group and conference situations.

The faculty in the science division have also experimented with the use of closed-circuit television. In some instances they have found that the videotaping of demonstration lectures make the demonstration more visible to all students and heighten the effect of the presentation.

Students also have used the closed-circuit television facilities. In conducting student elections and in carrying on discussions concerning student life, they have scheduled and produced a series of television programs which were then viewed by all students in their residence halls. In this way

Television and videotaping is adapted to voice instruction. At left, Mr. Umlauf gives a student pointers for performance . . .

A music student's singing is videotaped . . .

The performance is immediately played back for observation and criticism.

they have assured a uniform presentation and interpretation of subject matter to all students and, at the same time, have provided meetings with few enough students in attendance to permit group discussion.

Videotape facilities have greatly extended the usefulness of television in the teaching of music, voice particularly. Students occasionally perform in the studio, are taped and then the performance is immediately analyzed by teacher, performer and classmates. Since tapes are reuseable, this aspect of cost is minimal.

Students in the Television-Radio-Film Department who are pursuing professional training, use the facilities extensively. The television, radio and film studios are their laboratories in which even freshmen and sophomores secure experience in operating the equipment. Classes produce a campus televised program--Montage--which sets professional standards for production and direction. The programs are telecast over the closed-circuit system for the enjoyment of all students.

The Exploitation of Television for Better Education

The above examples suggest only a few of the ways in which the closed-circuit television medium may be exploited for its usefulness as a teaching medium. It is a common and rather widely accepted prediction that in the years to come, much more instruction will reach the college student by television than is true today. In part, this will be necessitated by the great numbers of students in our colleges and the relative scarcity of staff. One hopes, however, that television will not be looked upon merely as a device for extending the instruction by one individual. Although this is an important consideration, especially when that individual is an exceptional teacher, there are other equally important reasons for using television. Faculties should be given time and resources to exploit the medium for making instruction itself as vivid and as effective as possible, When this goal is achieved, not only will television be utilized to its optimum potential where appropriate, but faculties will also have created for the medium the most effective programming and teaching which their resources permit.

Two scenes from student directed, produced and performed MONTAGE*—a programed TV show produced by the classes in television production and a part of the professional training program.*

A student televised performance in MONTAGE*—the closed-circuit program appearing regularly on the Stephens Campus as a product of the courses in professional training in the performing arts.*

Stephens College Educational Reports listed below are available from the Office of The Director of Educational Development, Stephens College, Columbia, Missouri 65201.

The Planning of Educational Media for a New Learning Center

Case study of the Stephens College learning center, an unabridged official report to the U. S. Office of Education. 1963. Available on Stephens College library loan.

The James Madison Wood Quadrangle Free

A description of the Stephens College learning center.

Amplified Telephone as a Teaching Medium 1.00

Report of experiments employing amplified telephone techniques for teaching courses at several colleges simultaneously.

The Basic Courses at Stephens...a revision, a projection 1.00

Description of six basic courses in the general education curriculum.

Stephens College House Plan 1.00

The report and description of a three-year period of experimentation and development of the House Plan organization at Stephens College.

10 Years CLOSED CIRCUIT TV at Stephens College--1955-1965 1.00

The story of the innovation of closed-circuit television in 1955, the development of a fundamental course and other curricular projects during a pioneering period of television in education.

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